AN ANALYSIS OF GRAMMATICAL COHESION IN THE THESIS BACKGROUND OF ENGLISH LANGUAGE EDUCATION STUDENTS AT UNIVERSITAS ISLAM RIAU

A THESIS

Intended to fulfill one of The Requirements for the award of Sarjana Degree in English Language Teaching and Education Faculty Universitas Islam Riau

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Pekanbaru, 9th of June 2020

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ABSTRACT

Misra Liferny, 2020. ***AN ANALYSIS OF GRAMMATICAL COHESION IN THE THESIS BACKROUND OF ENGLISH LANGUAGE EDUCATION STUDENTS AT UNIVERSITAS ISLAM RIAU.*** **Thesis. Pekanbaru: English Study Program, Faculty Training and Education, Universitas Islam Riau.**

Keywords: Discourse Analysis, Grammatical Cohesion, Thesis

This research is research about Grammatical Cohesion in students' thesis background section of English language education at UIR. The purpose of this research is to find out the kinds of grammatical cohesion, they are; reference, substitution, ellipsis, and conjunction and to analyze the function of it.

The method of this research is qualitative method. The data source of this research is ten undergraduate students of English Language Education Students of UIR especially in background of the problem section, who made thesis in a range year 2016-2018. The instrument of this research is documentation. The researcher reads and analyzed the text using Halliday and Hasan's theory.

The result of this research shows that there are four types of grammatical cohesion which are exist in the ten thesis especially in background of the problem section, they are reference (401 data), substitution (5), ellipsis (25), and conjunction (340).So, the total of grammatical cohesion found in this research were 771 items. Consequently, the researcher concluded that the dominant types of grammatical cohesion are reference and the conjunction. The lowest frequent of the type are ellipsis and substitution. The researcher has counted the all data manually and accurately

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ABSTRAK

Misra Liferny, 2020. *AN ANALYSIS OF GRAMMATICAL COHESION IN THE THESIS BACKROUND OF ENGLISH LANGUAGE EDUCATION STUDENTS AT UNIVERSITAS ISLAM RIAU*. Tesis. Pekanbaru: Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau.

Kata Kunci: Analisis Wacana, Kohesi Gramatikal, Skripsi

Penelitian ini merupakan penelitian tentang Grammatical Cohesion pada skripsi mahasiswa bagian latar belakang pendidikan Bahasa Inggris di UIR. Tujuan dari penelitian ini adalah untuk mengetahui macam-macam kohesi gramatikal yaitu; referensi, substitusi, elipsis, dan konjungsi serta untuk menganalisis fungsinya.

Metode penelitian ini adalah metode kualitatif. Sumber data dalam penelitian ini adalah sepuluh mahasiswa S1 Pendidikan Bahasa Inggris UIR khususnya yang berlatar belakang masalah, yang membuat skripsi dalam rentang tahun 2016-2018. Instrumen penelitian ini adalah dokumentasi. Peneliti membaca dan menganalisis teks menggunakan teori Halliday dan Hasan.

Hasil penelitian menunjukkan bahwa terdapat empat jenis kohesi gramatikal yang terdapat dalam kesepuluh tesis terutama pada bagian latar belakang masalah yaitu referensi (401 data), substitusi (5), elipsis (25), dan konjungsi (340). Jadi, total kohesi gramatikal yang ditemukan dalam penelitian ini adalah 771 item. Oleh karena

itu, peneliti menyimpulkan bahwa jenis kohesi gramatikal yang dominan adalah referensi dan konjungsi. Frekuensi terendah adalah elipsis dan substitusi. Peneliti telah menghitung semua data secara manual dan akurat.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language plays an important role in human life. Human needs language to interact with others, communicate ideas, and share information in their society. It can be in oral or written form. They interact to communicate and know each other, for it is impossible to live in the world without interaction. That is one of the functions of language as a device of communication.

In the study of language, there are four skills that should be well mastered by those who are interested in learning English, they are listening, speaking, reading and writing. Writing is one of four language skills besides speaking, listening and reading, which is considered to be a fundamental skill so that students need to learn it.

Writing is a process of expressing ideas. When students are asked to write a text, they are not only required to produce a collection of sentences, but also they are required to keep the connectivity of ideas across sentences, clauses and paragraph. If the connectivity of ideas across sentences and paragraph can be kept, their text will make sense. Otherwise, if the connectivity of ideas across sentences and paragraph cannot be kept, their text will be difficult to be understood. The connectivity of ideas across sentences, clause and paragraphs can't be kept

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through cohesive devices. Cohesive devices have function as connector between two sentences and as indicator the relationship between them.

The connectivity of ideas is called cohesion. According to (Bahaziq, 2016) cohesion is semantic concept that shows the relation of meaning between text element. The one element is interconnected with the other so that the element can be understood. That is why cohesion is an important aspect in the preparation of a discourse which in order to result in the interrelationship between sentence. To build the relation between sentence, the writer needs to use cohesive devices. The cohesive devices will help to find the meaning of a text and make it easier for the reader to understand the text as a whole.

Cohesion has a connection between sentences within discourse which include grammatical and lexical cohesion. Grammatical cohesion is the way that a grammatical feature is attached across sentences boundaries. It consists of reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion is the way vocabulary links to the parts of the text. It consists of reiteration (repetition, synonym, near synonym, superordinate, general word) and collocation. But in this research the writer focus on grammatical cohesion on student's thesis background.

As a part of requirements for getting undergraduate degree (S-1) in colleges, thesis writing becomes really important for college students. In their thesis, students have to start writing the background of the research. In the thesis background section, a text should be written cohesively and coherently. Students

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are expected to be able to write a long paper which is mainly consisted of four or five chapters of a certain topic with approximately 20,000 words. When students are writing their thesis, they also have to consult their writing with their advisor. It can be assumed that students can write or produce their English texts well in cohesive and coherence ways.

However, writing is not simply a matter of expressing the ideas in good language and using a good grammar on a piece of paper. Writing will not be easy to understand if the relation among parts is not tightly related. Therefore, writing is not just a matter of using good language, but also a matter of using ability to create unity in a text. It can be concluded that to create a good writing, students have to combine their skill of using a well-patterned language and their ability to relate sentences and paragraphs to become a united text. To build relation between sentence and paragraph, a writer needs to use cohesive devices.

Based on the explanation above, the writer is interested in analyzing students' thesis background section for the purpose to investigate the type and function of grammatical cohesion are most frequently used by the undergraduate students who have finished their thesis in project in English Language Education Department of Universitas Islam Riau. Finally, the title of this research is **An Analysis of Grammatical Cohesion in the Thesis Background of English Language Education Students at Universitas Islam Riau.**

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1.2 Identification of the Problem

Based on the background of the research above, the researcher sets the Cohesion is important in writing. Cohesion such as lexical cohesion and grammatical cohesion, but in this research can connect every words, sentence and paragraph, so the reader would be easier to understand the text. Cohesion consist of grammatical cohesion and lexical cohesion. Grammatical cohesion is how the way that grammatical features are attached together across sentence boundaries. Lexical cohesion is how the way vocabulary pattern are attached together above the sentence level. Grammatical cohesion consists of reference, substitution, ellipsis and conjunction. While lexical cohesion consists of reiteration and collocation. Therefore, it is necessary to analyze of grammatical cohesion in the thesis background of English language education students' at Universitas Islam Riau.

1.3 Limitation of the Problem

Based on the background of the research above, the research limits this research in analyzed the type and function of grammatical cohesion that appear in writing the background of the problem in ten thesis of English Language Education students' at Universitas Islam Riau according to Halliday and Hasan, manely, reference, substitution, ellipsis, and conjunction.

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1.4 Formulation of the Problem

With reference to the limitation of the problem above, it can be formulated as follow:

1. What types of grammatical cohesion are found in the thesis background of the students in English Department?
2. What are the function of grammatical cohesion found in the thesis background of the students in English Department?

1.5 Objectives of the Research

1. To find out the types of grammatical cohesion used by undergraduate students of English Language Education in writing the background of the problem in their thesis
2. To analyze the function of grammatical cohesion used by undergraduate students of English Language Education in writing the background of the problem in their thesis.

1.6 Assumption

In this research, the writer assumes that when the students write their thesis, they have to consult their writing with their advisor which means that when they are writing their thesis background in term of grammatical cohesion is good.

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1.7 Significant of the Research

1. For the readers

   The finding of this study is expected to give knowledge to the reader about cohesive devices, they can identify types of the cohesive device. So the reader will understand the context of the text.

2. For the next researchers

   The researcher hopes this research would help further researcher to give inspiration for other students who want to develop similar research in the future. Then, this research can be useful as references.

1.8 Definition of Key Terms

To avoid misunderstanding, some key terms are given:

1. Analysis is the process to searching arranging as systematic the data that found to describe and make the conclusion of the data so that it will be easy to understood by the reader (Julisna: 2010)
2. Cohesion is semantic one; it refers to relation meaning that exist within the text. Cohesion occurs where the interpretation of some elements of discourse depend on that of another (Halliday and Hasan, 1976:4)
3. Grammatical cohesion refers to the connection of terms sentences through the form of grammatical aspect. According to Halliday and Hasan (1976), there are four types of grammatical cohesion, reference, substitution, ellipsis, and conjunction.
4. Thesis is a requirement for the students in university to obtain the degree.

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1.9 Grand Theories

In this research, the researcher uses some author's theories to review the related literature written by some authors such as Bahaziq and Halliday and Hasan in describing about Grammatical Cohesion that it will be explained detailed in chapter 2.

1.10 Research Method

This part discusses the method applied in conducting this research which consists of research design, data source, research instrument, data collection and data analysis.

1.10.1 Research Design

This research is qualitative research design. According to Walliman (2011) qualitative research has many requierements of the different subjects such as discourse an conversation analysis, texts or documents analysis, focus group, and so on. It means that, while doing qualitative research, there are many kinds of interpretation through different subjects that involves some examines and reflections to interpret. Therefore, the researcher wants to identify and analyze grammatical cohesion on students' thesis in background part.

1.10.2 Source of the Data

The data source of this research are ten undergraduate students of English Language Education Students of UIR who made thesis in a range year 2016-2018 From all the topic being written, researcher limited only to the thesis which

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related to reading because the researcher found large number of students are interested in doing their research about reading. and then picked ten random thesis

1.10.3 Instrument of the Research

In this research, the researcher was the primary data collection instrument because the researcher was the one who actually gather information although she use protocols as instrument data collection (Creswell, 2014, p.233). The research instrument of this research was documentation. Documentation is usually used by the writer in order to gather the data and information of the research through reading and comprehending.

1.10.4 Data Collection Technique

The technique of data collecting in this study is by documentation. To collect the data, the writer used some steps; firstly, the researcher collecting the data source from students thesis background of English Language Education Students' of UIR, then researcher read the data source carefully. Secondly, the writer identifying and classifying English cohesion that found in that thesis background.

To collecting and analyzing the type and function of grammatical cohesion in thesis background of the students in English Language Education based on the theory form Halliday and Hasan. The indicators of analyzing and classifying the grammatical cohesion refer to the following list:

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Table 1.10.4 Indicators of the Research

No	Indicators	Sub Indicators
1	Reference	1) Personal Reference 2) Demonstrative Reference 3) Comparative Reference
2	Substitution	1) Nominal Substitution 2) Verbal Substitution 3) Clausal Substitution
3	Ellipsis	1) Nominal Ellipsis 2) Verbal Ellipsis 3) Clausal Ellipsis
4	Conjunction	1) Additive Conjunction 2) Adversative Conjunction 3) Clausal Conjunction 4) Temporal Conjunction

1.10.5 Data Analysis Techniques

The process of analysis in this research is explained in the following steps:

1. Collecting the thesis background of English Language Education Students' of UIR.
2. Reading the text comprehensively
3. Identifying the type of cohesion in the text.

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4. Analyzing the function of cohesion in the text by using cohesion theory.
5. After analyzing, summarized the conclusion.

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CHAPTER II

RELATED THEORIES

2.1 The Concept of Discourse

2.1.1 Discourse

Discourse is the study about using language based on the context in the spoken or written language in communication. Discourse has a wide position than clause and sentences, because discourse includes an idea and a concept of a text. Discourse can be spoken and written as the text in discourse.

According to Bahaziq (2016), discourse is essential in communicating thoughts and idea. People around the world communicate their ideas through stretches of language. Besides that, Renkema (2004:2) state that discourse is the discipline devoted to the investigation of the relationship between form and function in verbal communication. Moreover, Prayuda (2016) states that the concept of discourse involves three dimension that are as language use, communication of beliefs (human cognition), and interaction in social situation.

Based on the statements above, it can be concluded that discourse is the substantial study between human's communication to the function of the context which help people to convey the message of their mind, ideas to reach intention and to be understood by others. Discourse express as a way to investigate how to representing the aspects, the relation of each speech, and how to correlate each

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sentences become a unite structure. The description tells that discourse is the complex study, it is divide into coherence and cohesion. Coherence is the way a text makes sense through the concept and cohesion is about the grammatical and lexical relationship between different elements of a text.

2.1.2 Analysis

According Kurland (2006) defines that analysis is a particular form of investigation in general usage, analysis refers to any close, careful, or systematic examination and more technical meaning. Analysis is a process of investigating something by breaking it into parts for closer examination. Complex topics are broken down into simpler ones. Intricate patterns are broken down into less complicated elements. A problem is simplified by limiting the amount that must be examined at any one time.

Otherwise, David and Juli (2003:2) state that analysis is the kind of thingking that most often be asked to do in your work life. It is not the rarefield and exclusive province of scholar and intellectuals. It is, in fact one of the most common of mental activities.

Based on the author's explanation above, it can be concluded that analysis is the way of thinking. It is a solution in solving the problem with elaborates the problems into pieces to reach a smallest detail to obtain more in-depth explanations and information. Analysis provides a detailed explanation to the core, to get a deeper knowledge. It provides a detail explanation and digging the discussion of the subject to reach into the smallest and important parts.

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2.2 Discourse Analysis

According to McCarthy (2005:5), Taylor and (Schiffrin, et al., 2001: 1), (2001) discourse analysis is study about relationship between languages in used. The context is in linguistics, semiotics, psychology, anthropology and sociology. Discourse analysis in study language used in written texts of all kinds, spoken data from informal conversation to formal conversation.

Furthermore, Adjie (2013) state that discourse analysis is paramount in the negotiation and construction of meaning of the social world

On the whole of the description, it can be concluded that discourse analysis is study about discourse that give detail explanation about the function of language and the relation between a text and context. Also, discourse analysis is a system which analyzed the structural context appears in language and text and deals with the component language in construct the meaning of spoken or written communication.

2.3 Definition of Cohesion

According to, Prayuda (2016) cohesion concludes that the one element presupposes the other. The element cannot be effectively decoded except by recourse to it. It refers to the relation of meaning that exists within the text. So, when this happens, relation of cohesion is set up, and two elements, the presupposing and presupposed, are there by integrated into a text.

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Likewise, Silveira (2007) defines cohesion as "the term that include the meaning that connects the text in linguistics". Sharif (2015) states that the term of cohesion is used for the relations obtaining among sentences and clauses of text. These relation, which occur on the grammatical stratum, are signaled by certain grammatical and lexical features reflecting discourse structure on a higher.

Based on the statement above, it can be concluded that cohesion is all about the relation of meaning in a text. It defines something as a text because a text is unit of meaning, not a form. Cohesion is analyzed in the form of sentence. It is because a sentence is the highest grammatical structure and tends to determine how cohesion is expressed, the sentence structure can also reveal the way how cohesion is expressed in the whole text. It is because a text generally consists of multiple sentences. Thus, by showing how semantic of each independent sentence (or elements in a single sentence) can reflect the structure of higher level (text).

For example, (1) *Wash and core six cooking apples. Put* ***them*** *into a fireproof dish.* In the sentence above, the pronoun "*them*" gives cohesion to the two sentences that facilitate reader's understanding of the relation between sentences in the text

2.4 Grammatical Cohesion

Grammatical cohesions are forms of cohesion realized through grammar (Halliday and Hasan, 2013). This device is related to the internal structure of ties or device which is used to relate words, clauses and sentences in a text. It is form

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of formal links to relate linguistic elements which refer to the conformity of grammatical rule between items that exist later with another item that has already existed. Halliday and Hasan (2013) classified grammatical cohesion into four subclasses: reference, substitution, ellipsis and conjunction.

Table 2.1

Grammatical Cohesion

Reference		**Substitution**	**Ellipsis**	**Conjunction**
Personal		Nominal	Nominal	Additive
Existential	Possessive			
I, you, we, he, she, it, they, one	My/mine, your/yours, our/ours, his, her/hers, its, their/theirs, one's	One/ones, the same, So		And, but also, nor, or, or else, moreover, in addition, besides that, additionally, likewise, similarly, on the other hand
Demonstrative		Verbal	Verbal	Adversative
This/that, these/those, here/there		Do, be, have, do the same, likewise, do		Yet, thoygh, but, on the other hand,

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	so, be so, do it/that, be it/that		actually, in fact, at the same time, instead, on the contrary, however, at least, rather.
Definite article	Clausal	Clausal	Clausal
The	So, not		So, hence, therefore, because of, otherwise, thus, for this reason, as a result, for this purpose, then, under the circumstances
Comparative			Temporal
Same, identical, similar(ly), such, different, other else			Then, next, beore that, afterwards, meanwhile,

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			until then, first … then, at first, final, at once, soon, so sum up, in conclusion, at last.

2.4.1 Reference

According to (Bahaziq, 2016) state that reference is one of grammatical cohesion that is used to connect the form of a particular lingual unit that refers to other lingual units that precede and follow it, where one element cannot be interpreted semantically except is referred to another element in the text.

According to Halliday and Hasan There are two general type of reference. They are exophoric (situational) and endophoric (textual).

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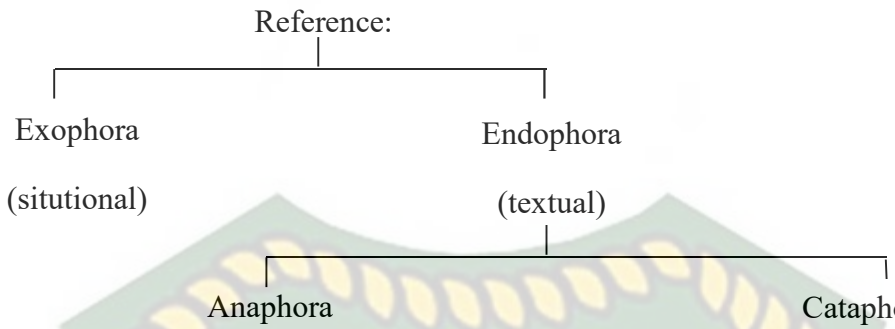

(Joan Cutting,2002)

According to Bhaziq (2016:113) Exophoric reference requires the reader to conclude the reference that are interpreted by looking outside of the context of situation.

For example:

(2). "*That* is a wonderful idea" (Bahaziq:2016)

To retrieve the meaning of *that,* the reader must look outside of the situation.

Beside that, endophoric reference is textual reference that referring anything as indentified in the surrounding text. Endophoric referencing can be divided into two types: anaphoric and cataphoric. "Anaphoric reference is where a word or phrase refers back to the another word or phrase used in the previous text" (Bahaziq:2016).

The example of anaphoric reference is

(3). Ujang did not study yesterday. So, *he* does not pass the test today.

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The word *he* refers back to "Ujang". Ujang is the antecedent of the reffering item so that called anaphoric reference.

Cataphoric reference looks forward to another word or phrase mentioned later in the text.

The example of cataphoric reference is:

(4). *She* got sick since yesterday, Tuti goes to the doctor.

The word "*she"* is a cataphoric reference which looks forward to "Tuti*"*. It means the referring item "*she"* precedes the antecedent "Tuti" so that called cataphoric reference.

There are three type, they are personal reference, demonstrative reference, and comparative reference.

2.4.1.1 Personal Reference

Personal reference used person category to refer is used to track individuals, things or objects that are named at some other point in the text, and is expressed through by two classes, personal pronouns and possessive determiners (Halliday & Matthiessen, 2014, pp. 37-38). The category of personal reference consist of three classes of personal pronouns*(I/me, you, he/him, she/he, it, we/us, they/them*), possessive determiners (*my, your, our, her, his, its, their*) and possessive pronouns (*mine, yours, ours, his, hers, its, theirs*).

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The example of personal pronouns is:

(5). Tuti went to market. *She* bought vegetables.

She refers to the "Tuti". The third person singular pronoun "*she*" refers back to Tuti.

2.4.1.2 Demonstrative Reference

Demonstrative references is essentially a form of verbal pointing (Halliday and Hasan 2013: 57). It can be functioned as head, modifier, and adjunction. "this" and "that" refer to singular participant, while "these" and "those" refer to plural participant. On the other hand, "*here*" and "*there*" related to the place, and "*now"* and "*then*" are related to time.

For example:

(6). "There is a new book in library, we can go *there* tomorrow.

There in this example are the demonstrative reference of the "library".

2.4.1.3 Comparative Reference

Comparative reference items function in nominal and adverbial groups; and the comparison is made with reference either to general features of identity, similarity and difference or to particular features of quality and quantity (Halliday and Hasan, 2004:560).

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For example:

(7). I have the *same* laptop with him, but, his is *better* than mine.

In the example means *his laptop better than my laptop.*

2.4.2 Substitution

According to Bahaziq (2016) substitution occurs when an item is replaced by another item in the text to avoid repetition. It usually categorized equal with ellipsis since both substitution and ellipsis can be treated as the same process providing cohesion to discourse, where "ellipsis can be interpreted as that form of substitution in which the item is replaced by nothing". There are three types of substitution; nominal (one, ones, same), verbal (do) and clausal (so not) substitution (Bahaziq, 2016).

2.4.2.1 Nominal Substitution

Nominal substitution is the first type of substitution, it is represented one/ones, same and so.

For example:

(8). I have many kind of pen, but I need the black *one* now.

The word "*one*" is the substitution for "pen". The function as head in nominal group. They can substitute only for an item that is itself head of nominal group.

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2.4.2.2 Verbal Substitution

Verbal substitution is represented by "do" that operates as head of a verbal group, in the place that is occupied by the lexical verb and the position is always final in the group.

For example:

(9). Have you met Mr. John? I have not *done* it, but I will *do* it.

"*do*" is substitution for "met Mr. John". The verbal substitute "*do"* is replaced the verb and thus to provide continuity in the environtment of contrast, "that the relevant item is to be recovered from elsewhere".

2.4.2.3 Clausal Substitution

Clausal substitution presupposed is not an element within the clause but an entire clause. *So* and *not* are the clause substitue

For example:

(10). Do you think the teacher is going absent tomorrow? No I don't think *so*.

The word "*so*" is substitutes "going to be absent".

2.4.3 Ellipsis

According. (Bahaziq, 2016) defines ellipsis is a grammatical cohesion in the fomr of the so-called constituents. Ellipsis are a sentence element that is not

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expressed explicity in the next sentence. Although not stated in writing, but the presence of elements of the sentence can be estimated.

2.4.3.1 Nominal Ellipsis

Nominal ellipsis is the one which operates on the nominal group which omits a noun phrase.. Nominal ellipsis is the complete absence of a noun phrase (Halliday and Hasan 2013: 147). Here is the example:

(11). My sister like sports and my father like watching. In fact, both love swimming.

In the second sentence, the nominal my sister is omitted.

2.4.3.2 Verbal Ellipsis

Verbal ellipsis means ellipsis within the verbal group. Kind of this ellipsis presupposes one or more words from a previous a verbal group. It is defined as a verbal group whose structure does not fully express its systematic feature.

(12) Have you been eating?- Yes, I *have*

The verbal ellipsis is the answer. Have (in yes I have) stand for "have been eating", and there is no possibility to expand with any other items. In the verbal group, there is only one lexical element, it is the verb itself.

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2.4.3.3 Clausal Ellipsis

According to Halliday and Hasan (2013: 196) clausal ellipsis has modal element and propositional element. The modal element has the subject plus the finite element in the verbal group, while propositional has the residue: the reminder of verbal group any complement or adjunct.

(1). Who is writing on the board?

(2). Alice is [0]. [0: writing on the board].

2.4.4 Conjunction

Wren and Martin (2004: 129) state that conjunction is a word which merely joins together sentences and sometimes word. Conjunction joins with sentence and often makes them more compact. Conjunction is somewhat different from the other cohesion relation. It is based on the assumption that there are in the linguistic system forms of systematic relationship between sentences.

In addition, Halliday and Hasan (2013: 227) argue that conjunction deal with different types of semantic relation one which is no longer any kind of a search instruction, but a specification of the way in which what is to flow systematically connected to what has gone before, and they classified conjunction into four categories: additive, adversative, causal and temporal.

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2.4.4.1 Additive Conjunction

Additive introduces discourse units which repeat and emphasize the key point or add relevant new information to the previously mentioned expressions. According to Hasannejad, et al (2012) state that under the heading additive we my include a related pattern, in which the source of cohesion is the comparison of what is being said with what has gone before. Additive refers to a type of cohesion that structurally appears and coordinates each other. It means that it depends on the structure of the sentence. It function to add the existing information by the virtue of coordination. They are tried to structural coordination and express the succession of two independent elements.

For example:

(1). They were playing football, and getting to be the winner! *And* the celebration was so interesting."

2.4.4.2 Adversative Conjunction

Adversative conjunction is contrary to expectation (Halliday and Hasan 2013: 250). The expectation may be derived from the content of what is being said, or from the communication process, the speaker-hearer situation. Having said this, there are also both the external and internal levels. The example is:

(1). Tuti has done all of her tasks all day long. She feels exhausted now. *Yet*, she still cannot sleep.

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The word *yet* connects the information mentioned before by mean of correcting the meaning.

Usually, adversative conjunction is indicated by the links *yet, though, only, but, however, nevertheless, despite this, in fact, actually, as a matter of fact, at the same time, instead, rather, on the contrary, at least, rather, I mean, in my case, in either case, whichever way it is, anyhow, at any rate, however it is* and many more.

2.4.4.3 Clausal Conjunction

Halliday and Hasan (2013: 256) state that causal conjunction involves primarily reason, result and purpose relation between the sentences. The simple form of causal relation can be expressed through the word *so, thus, hence, therefore, consequently, accordingly,* and a number of expression like *as a result (of that), because of that, in consequence (of that).* All item regularly combine with initial *and.*

The example:

(19) Tuti did not study last night. *And as the result, she can't finish her examination.*

Usually, causal conjunction is indicated by the links *so, the hence, therefore, consequently, because of this, for this reason, on account of this, as a result, in consequence, for this purpose, with this in mind, for, because, it follows, on this basis, arising out of this, to this end, in that case, in such an event, that*

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being so, under the circumstances, otherwise, under other circumstance, in this respect, in this regard, with reference to this, otherwise, in the other respect, aside from this.

2.4.4.4 Temporal Conjunction

Temporal is the relation between two successive sentence, this may be made more specific by the presence of an additional component in the meaning. Temporal conjunction links the presupposing to the presupposed simply as a matter of sequence in time. Some example temporal conjunctive indicated by *then, after that, just then, at the same time, previously, before that, finally, at last, first…, then, at first…, in the end,, at once, thereupon, soon, after a time, next time, on the occasion, next day, an hour later, meanwhile, will then, at this moment, up to now.*

2.5 Relevant Studies

Cohesion analysis actually has been analyzed by some students for their thesis. The previous researchers already conducted the study in the same field. Finally the researchers found some thesis with the same topic. They will be described as follows.

1. Nur Hafiz Abdurahman (2013). The title of the research is "Grammatical Cohesion Analysis of Students' Thesis Writing". His research aimed to find out type of grammatical cohesive devices students mostly used in their thesis writing and how these devices create cohesive discourse. Researchers applied descriptive case study as form of research. The object of the research was

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research background part of 10 thesis writing by students of English Education Study Program. The result of this research was the most of devices used by the students were referential cohesive devices and conjunctive cohesive devices with 82.25% and 17.12% respectively. Other types, substitution and ellipsis, contributed only 0.24% and 0.39%.

2. Sita Sulia Sari Indriarti (2012) who was studied about the "Grammatical Cohesion Analysis in the Background of the Study of the English Department Theses: A Case Study at Dian Nuswantoro University. The objective of her research was to find out the type of grammatical cohesion in English Department Thesis of Dian Nuswantoro University and to describe the grammatical cohesion in English Department Thesis of Dian Nuswantoro. She used descriptive qualitative. The technique of data analysis in her research was based on Halliday and Hasan (1976). The result of her research was personal references with 99 words (37, 36 %). There are 19 words (7, 17 %) included in demonstrative reference. There are 2 words (0, 75%) included nominal ellipsis. Comparative references and nominal substitution with 1 word (0, 38 %) and it became the smallest number of grammatical cohesive devices. There are additive conjunctions with 86 words (32, 45 %), adversative conjunction with 7 words (2, 64 %), causal conjunction with 19 words (7, 17 %). The last is the number of temporal conjunction with 32 words (12, 08 %). The conclusion is that personal reference is the dominant kind of grammatical cohesion in the theses. Nominal substitution became the smallest number. From the occurrences types of grammatical cohesion, the theses are cohesive.

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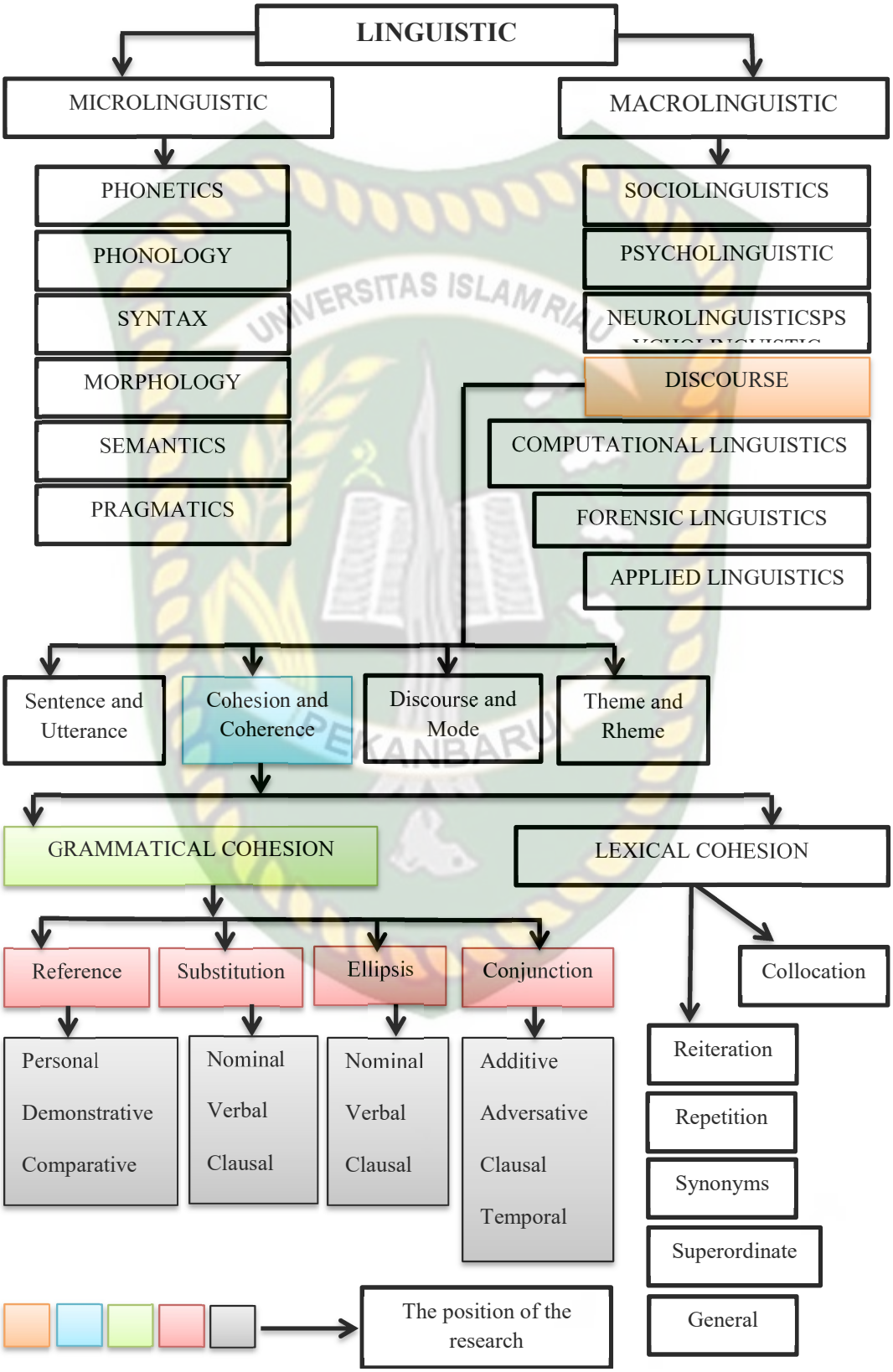
2.6 The Scope of Discourse Analysis



Note: Research takes cohesive devices as the focus of this research, it is an aspect of Discourse Analysis.

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CHAPTER III

DATA ANALYSIS

This chapter presents the answer of the two research question in this study, they are; (1) What are the type of grammatical cohesion found in the thesis background of the students in English Language Education? (2) What are the function of grammatical cohesion found in the thesis background of the students in English Language Education?. The detailed about the answer are presented in the following explanation.

3.1 The Type of the Grammatical Cohesion on the Students Thesis Background

Based on the collected data. There are four types of grammatical cohesion found on the students thesis background, they are presented in the following table.

3.2 Table 3.1 The total of grammatical cohesion on the Students Thesis Background

No.	Type of Grammatical Cohesion	The Items
1	Reference	401
2	Substitution	5
3	Ellipsis	25
4	Conjunction	340

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Total	**771 items**

The detailed explanation about the finding is presented below:

1. Reference

Reference consist of three types, they are; personal reference, demonstrative reference, and comparative reference. In general there are two types of reference, they are exophoric (situation) and endophoric (textual). Endophoric can be divided into two types; anaphoric and cataphoric.

No	The Types	Items
1	Personal Reference	230
2	Demonstrative Reference	145
3	Comparative Reference	26
Total		401

2. Substitution

Substitution consist of three types, they are; nominal substitution, verbal substitution, and clausal substitution. The total of each type is presented below:

No	The Types	Total
1	Nominal Substitution	5
2	Verbal Substitution	0

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3	Clausal Substitution	0

3. Ellipsis

Ellipsis consist of three types, they are; nominal substitution, verbal substitution, and clausal substitution. The total of each type is presented below:

No	The Types	Total
1	Nominal Ellipsis	25
2	Verbal Ellipsis	0
3	Clausal Ellipsis	0

4. Conjunction

Conjunction consist of four types, they are; additive conjunction, adversative conjunction, temporal conjunction, and clausal conjunction. The total of each type is presented below:

No	The Types	Total
1	Additive Conjunction	230
2	Adversative Conjunction	43
3	Temporal Conjunction	17
4	Clausal Conjunction	50

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3.3 The Function of the Grammatical Cohesion on the Students Thesis Background

1. Reference

In the reference table above, it can be seen that personal reference (230) was the dominant one followed by demonstrative (145) and comparative (26). It implied that the students tend to use personal reference items as the example below.

A. Personal Reference

Personal reference items that used in the thesis background are personal pronouns and possessive determiners. Personal pronoun is used in order to replace the name of person and ownership called as possessive determiners. Moreover, these can be used to avoid repetition and make the text is cohesion. Personal reference can be seen in the following data

(1) *Reading comprehension for students is the main aspect in **their** learning because the students need to be able to understand written texts* (Retrieved form thesis background 1:S1).

(2) *The students also have lack of interest in reading because **they** seem getting frustrated to understand the reading materials* (Retrieved form thesis background 2:S37).

(3) *In this case, reading comprehension is important to be mastered by students in order to help **them** to get information and meaning of the text* (Retrieved form thesis background 3: S70).

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(4) *Most of the students were lazy in reading, because **it** is a boring activity that can make **them** sleepy* (Retrieved form thesis background 4: S105).

From the bold "**they**", "**their**", "**them**", and "**it**" represents the personal reference items. In the example (1,2, and 3) above, all three references refers to the word "*students*" in the previous sentence, and "**it**" in the example (4) refers to the "*reading*". It is called anaphoric reference since it points readers or listener backwards to another word previously mentioned in a text.

B. Demonstrative Reference

Demonstrative reference items that writer found on these thesis background are **that, there, this, these,** and **those**. These references are used in order to replace thing and place in terms of plural, singular, and time. In addition, these can be used to avoid repetition and make the text is cohesion. Demonstrative reference can be seen in the following data:

(5) *Undoubtedly, students of any language need to be able to read in **that** language.* (Retrieved form thesis background 1: S2).

In this sentence, "**that**" is kind of selective nominal demonstrative reference which refers forward or cataphoric reference to the "language".

(6) *In **there**, she teaches English for 45 minutes for one-hour-learning process.* (Retrieved form thesis background 6: S179).

In this sentence, "**there**" is adverbial demonstrative reference, and it is anaphoric which refers to the previous data [178] ""*In Vocational High School*

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Labor Pekanbaru….". It is used to express location of object participating in the text.

(7) *Every people should understand how to learn English well. It is very important for the development of knowledge, science, culture, and relationship in* ***this*** *country.* (Retrieved form thesis background 6: S160).

In this sentence, "**this**" is selective nominal demonstrative reference, and it is cataphoric which forward to the "*country"*. It is used to express location of object participating in the text.

(8) ***These*** *four skills should be involved by teacher in process of teaching and learning in a classroom.* (Retrieved form thesis background 10: S319).

In this sentence, "**these**" is kind of selective nominal demonstrative reference, which is as modifier and refers back to the previous data [318] "In learning language, there are four skills should be mastered by students, such as ***listening, speaking, reading and writing***."

(9) *It is irony to Senior High School curriculum which has specified* ***those*** *four language skill in syllabus into their lesson plan.* (Retrieved form thesis background 5: S150).

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In this sentence, "**those**" is selective nominal demonstrative reference, and it is anaphoric which refers to the "*four language skill"*. It is used to express location of object participating in the text.

C. Comparative Reference

Comparative reference is cohesion that can be anaphoric or cataphoric and also exophoric in a text that appearance to compare between one thing and another. Comparative reference can be interpreted as general comparison and particular comparison. General comparison means comparison that is simply in terms of likeness and unlikeness. It is created in term of identity, similarity, and differently. On the other hand, particular comparison is express comparison things in particular in terms of quality and quantity. Comparison reference can be seen in the following data:

(10) *A vast amount of research in first language reading and reading strategies has found that good readers are* ***better*** *at monitoring their comprehension than poor readers, that they are more aware of the strategies they use that the poor readers, and that they use strategies* ***more*** *flexibly and efficiently*. (Retrieved form thesis background 1: S19).

In this sentence, "**better**" and "**more**" is kind of particular comparative reference. "**better**" has function to express comparability between things in respect of a particular property in term quality, "**better**" in this sentence refer back or anaphoric to the "*good readers*". And "**more**" has function to compare

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something much than before and refers forward or cataphoric to the "*flexibly and efficiently*".

(11) It means that there are differences types of strategies ***between*** *good and poor readers.* (Retrieved form thesis background 1: S20).

In this sentence, the function of "**between**" as particular comparison, "**between**" is separating objects "*good and poor readers*".

(12) In which, the content of curriculum, especially for English subject is ***different*** *from senior high school.* (Retrieved form thesis background 6: S187).

In this sentence, "**different**" is kind of general comparative reference which is to express comparison that is simply in term of likeness and unlikeness in term of identity, similarity, and differently, "**different**" in this sentence is refer back or anaphoric to "*curriculum*".

(13) However, nowdays in 2013 Curriculum. Both of Senior High School and Vocational high school have ***same*** *curriculum, especially English teaching.* (Retrieved form thesis background 5: S131).

In this sentence, "**same**" is general comparative reference which is used to identify the characteristics, feelings or belief of being very similar and able to understand somebody or something.

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2. Substitution

In the substitution table above, there are only one substitution occur in students thesis background. As the example below:

A. Nominal Substitution

(14) *After interviewing* ***one*** *of English teachers of SMK Hasanah Pekanbaru, Ms. Dona, researcher got the information about teaching reading in that school, especially for ICT students.* (Retrieved form thesis background 5: S134).

In this sentences, "***one***" is nominal substitution which has function to replace "*English teacher*".

3. Ellipsis

It similar with substitution, there are only one substitutions occur in students thesis background. As the example below:

(15) The students in ***the*** *school learn English for four hours in a week with forty-five minutes for one hour.* (Retrieved form thesis background 4: S115)

In this sentences, the function of "**the**" is to remove the word "*Vocational High School Muhammadiyah 02 Pekanbaru".* The full sentence be "*The students in* ***Vocational High School Muhammadiyah 02 Pekanbaru*** *learn English for four hours in a week with forty-five minutes for one hour*".

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4. Conjunction

Moreover, in the conjunction table above, it showed that additive conjunction (230), adversative conjunction (43), temporal conjunction (17), and clausal conjunction (50). Where additive conjuntion were more dominant than the others. As described in the example below:

A. Additive

Additive conjunction uses to connect a succession of two sentences and add more information to what has been said. Additive conjunction can be seen in the following data:

(16) *It means reading has important function in learning process, because of mastering reading can develop students ability to read material, get information* ***and*** *understanding about the text.* (Retrieved form thesis background 1: S4)

In this sentence, "**and**" is used as a connector between phrase, based on the sentence above, the word "**and**" is connected parts of sentence, in this sentence the word "**and**" is used to introduce additional information based on the phrase that has been said.

(17) ***In addition****, they also have lack of reading strategies so they do not know how to solve their reading problems.* (Retrieved form thesis background 2: S38)

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In this sentence, "**in addition**" is used to add similar idea. This additive conjunction connect forms of language between sentences in the text.

(18) *It does not only relates to students ability in reading but **also** with his **or** her ability in understanding the text.* (Retrieved form thesis background 2: S38)

In this sentence, "**or**" has function to introduce another possibilities when mentioning two or more things. And the word "**also**" is used to connect words or parts of sentence.

B. Adversative

(19) *Thus the students get many benefits by reading activity **but** it is nonsense if student unable to comprehend what they read.* (Retrieved form thesis background 1: S6)

In this sentence, "**but**" is kind of contrastive adversative conjunction that has function to introduce a phrase that contrast with was said before.

(20) ***However**, most of them have no knowledge of what these reading strategies are as they might not have been exposed to the various reading strategies.* (Retrieved form thesis background 1: S13)

In this sentence, "**however**" is used to introduce a statement that contrast with something that has just been said in the data [12] "*Reading strategies are important as they can actually assist the students' reading process and gives them a clear sense of what they are actually digesting while reading*."

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(21) *KTSP **only** focuses on the functional subject and material.* (Retrieved form thesis background 5: S141)

In this sentence, the word "**only**" is used to say that no others of the same group exist.

C. Clausal

(22) *Reading comprehension for students is the main aspect in their learning **because** the students need to be able to understand written texts.* (Retrieved form thesis background 1: S6)

In this sentence, "**because**" is kind of causal conjunction has function to state the reason and to show the cause and effect.

(23) ***Therefore**, the teacher does not teach reading materials as well as general high school.* (Retrieved form thesis background 5: S142)

In this sentence, "**therefore**" is kind of clausal conjunction that has function to introduce the logical result of something that has just mentioned.

D. Temporal Conjunction

(24) ***Then**, reading activity can facilitate the students to get information that is not presented by teacher in the classroom.* (Retrieved form thesis background 1: S5)

In this sentence, "**then**" is kind of sequential temporal that is used to state the sequential in a series of sentence.

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(25) ***Finally*** *based on the problem students need reading strategies in order to search for information that they need for their academic purposes.* (Retrieved form thesis background 1: S7)

In this sentence, "**finally**" is used to state something happen in the end of series of event, actions, statements, etc.

(26) *However, the purpose of teaching English in vocational high school is more specific that prepare the students to face their work place of to become professional workers* ***after*** *they graduate from their study.* (Retrieved form thesis background 2: S48)

In this sentence, "**after**" is used to later time, after an event that has already been mentioned.

(27) ***First****, reading as the Mental Stimulation where Studies have shown that staying mentally stimulated can slow the progress of (or possibly even prevent) Alzheimer's and Dementia, since keeping people's brain active and engaged prevents it from losing power.* (Retrieved form thesis background 9: S296)

In this sentence, the word "**first**" is kind of correlative temporal conjunction that is used to list the beginning of idea.

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CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

In this chapter the writer presents conclusion based on the analyzing of the data. This research only focus on grammatical cohesion. So, the researcher draws some conclusion about cohesion in ten thesis background of English Language Education Students at UIR as follow :

1. The total of Grammatical Cohesion occurred in is which embody the type of grammatical cohesion of 771 data. The researcher found the grammatical cohesion in the text, they were: Reference 401, Substitution 5, Ellipsis 25, and Conjunction 340.
2. From the type of grammatical cohesion the most prominent type if reference (401 data) especially personal reference (230 data). It contrast with other cohesion that is substitution (20 data) and ellipsis (25 data).
3. Cohesion is study about how sentence combine into a text and how to make the text unity. The function of cohesion is depend on that type like Reference have function to unite sentences in the text and giving sugnufucant rule to the readers to understand text easily. Substitution and Ellipsis proper used in the passage of conversation text, it is used to omitting a word, clause or phrase and used to replace of one linguistic item by another. Furthermore,

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conjunction is necessary to use in the text to control the number of words and length of sentences.

4.2 Suggestion

The researcher would like to suggest some point for the readers and the other researcher. This research is expected to an application of cohesion theory with respect to discourse analysis. It also gives the additional insight about the use of cohesive devices which is can help the reader to understand the connecting and context of the text well.

Finally, for other researcher are suggested to take various texts as an object of the study, because cohesive devices can be applied in every text. And the most expected is this research can give contribution as reference for another researcher.

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