

## CHAPTER 1

### INTRODUCTION

This chapter discusses the background of the study, the research questions, the purpose of the study, and the significance of the study.

#### **1.1. Background of the study**

Composing an academic writing is a crucial task for higher level students. In university, it serves as communication tool for delivering acquired knowledge in a specific task or discourse. It therefore features a serious tone and is often demonstrative of particular theories and facts related to a given argument. It is studied to increase learning development or for use in assessing course comprehension. It is the mode of presentation especially in academic papers. Furthermore, composing an academic writing to be possessed by a student is the ability to write scientific ideas, especially in academic environments such as universities demanding the system of systematic reasoning.

Elbow (1998) states that as the form of thinking, writing has such role in the ways to communicate for particular occasion and audience. In some conditions, an idea cannot always be delivered orally because of the level of understanding and propriety. For example, if people want to conduct his idea or research, it should be in a written report. He/she cannot just tell anybody about his/her idea or research without making an academic writing. Writing ability as the one of language skills is important to be improved especially for a student who

conducts an academic writing. It is due to the quality of a text not only depends on the quality of data but also on how the text arranged. It should always be taken to maintain linkage and connection between sentences. It is in line with the view that language is composed of form and meaning. In academic field, it is usually called the study of coherence and cohesion to refer to a text that is easy to be read and understood.

Alwi (1993) says that coherence is an integration of meaning, meanwhile cohesion is an integration of form. Those are the main requirements of discourse or textuality, both the concept of unity. Generally, a good writing must consist both of them. Therefore, it can be concluded that coherence relates to the relationship of meaning or semantic meanwhile the cohesion relates to relationships of form or lexical. The difference between coherence and cohesion is something that is called "unity" and "hold together". In one hand, cohesion can be called 'unity', meanwhile coherence can be called 'hold together'.

Osima and Hogue (1991) suggests that coherence can be described as "hold together". Therefore it can be called that coherence means "solid" and "related". In the matter of writing, it is composed logically and smooth. It requires inner elements (meaning, concepts, and knowledge) combined with each other. Besides in cohesion text, the integrated elements are the outward elements, including outward structure (grammar). Halliday and Hassan (1976) explained that cohesion is divided into two types; grammatical cohesion and lexical cohesion. Grammatical cohesion can be classified into several categories, such as

reference, substitution, ellipsis, and conjunction. Meanwhile the lexical cohesion consists of repetitions, synonyms, and collocation. These serves as a tool to establish a discourse to be whole and well connected that commonly referred to as cohesion devices.

Basically, all to do with composing an academic writing must be shown not only about the quality data but also on how data is presented. In other words, the academic works must be easily read and understood by the reader. In such a way that, the writer perceives the need to investigate the quality of writing in student's academic writing based on coherence and cohesion of the text. It is in line with the research's attention that academic writing must coherent and cohesive to facilitate the readers and deal with the best quality in reading and understanding.

Generally, writing an academic paper is an absolute requirement for a student in producing ideas such as making assignments, research, until the final project or thesis. One of the most important academic writing that always be faced by student in English department of UNJ is thesis or *skripsi*. It becomes the last assignment to be accomplished if student wants to graduate. *Skripsi* can be called a masterpiece work of the student and become an authentic proof that the student ever studies and graduates from university.

To make a focus, the writer tends to choose the background of study of students' *skripsi* as the sample object for the corpus of this study. This is because the writer assumes that the background of study of student's *skripsi* is a

core of the *skripsi* itself. It is a part where the ideas are the thesis writer's original idea. Based on the guide of the writing in USC Libraries (<http://libguides.usc.edu/writingguide>) which took the sources from Green (1999) and Hopkins (1999), it is stated that background of study can also include summaries of important, relevant research studies. This is particularly important if there is an essential or groundbreaking study about the research problem or a key study that refutes or supports the writer's thesis. The key is to summarize for the reader what is known about the specific research problem before conducted the analysis. This is accomplished with a general review of the foundational research literature that report findings that inform the study's aims and objectives.

Sufficient background of study can help the reader to measure whether the research's writer has a basic understanding of the research problem that being investigated or not. Besides, it also promotes confidence in the overall quality of the writer analysis and findings. This information provides the reader with the essential context needed to understand the research problem and its significance. It is in line with providing background information in the introduction of a research paper that serves as a bridge that links the reader to the topic of study. However, precisely how long and in-depth this bridge should be being largely dependent upon how much information the writer thinks the reader will need to know in order to fully understand the topic being discussed and to appreciate why the investigating issues are important.

Some similar studies have been conducted by students of English Department. Those are a research conducted by Matiini (2011) with title *Unity and Coherence of The Paragraphs In English Department Students' Skripsi*, a research composed by Maulani (2011) with the title *Cohesion in Abstract of English Department Student's Skripsi*, and a research from Paksi (2013) with the title *Chain Of Reasoning Between Research Problem, Findings, and Conclusion (A study of the Explicitness and Coherence in English Department of Universitas Negeri Jakarta Students' Skripsi)*. None of the researches which conducted by English Department students investigate both aspects i.e. coherence and cohesion in one research. Meanwhile, there were a thesis conducted by Liyana (2013) from UGM with the title *koherensi dan kohesi pada skripsi mahasiswa pendidikan bahasa inggris* which discuss about an analysis of coherence and cohesion in English Department student's skripsi. Also another research of coherence and cohesion conducted by Suwandi (2016) with his journal titled *Coherence And Cohesion: An Analysis Of The Final Projrct Abstracts Of The Undergraduate Students Of Semarang*. Therefore, in case that there is no a research in English Department that discuss the both aspects, the writer is interested to investigate coherence and cohesion in the background of the study of English Department student's skripsi.

## **1.2. Research question**

Based on the background above, the research question is “how are the using of coherence markers and cohesion devices in background of study of English Department’s student’ *skripsi* year 2011 – 2015?”

Sub questions:

- a. to what extent is coherence markers used in the background of study of English Department Students’ *skripsi* year 2011 – 2015?
- b. to what extent is the cohesion devices used in the background of study of English Department Students’ *skripsi* year 2011 - 2015?

## **1.3 Scope of the study**

This study focuses on to what extent is the using of coherence markers and cohesion devices in background of study of English Department Students’ *skripsi* year 2011 – 2015.

## **1.4 Purpose of the study**

This study aims to analyze the level of coherence and cohesion in background of study of English department students’ *skripsi* based on the using of coherence markers and cohesion devices in paragraph.

### **1.5 Significance of the study**

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

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses about the theories and the previous investigations related to the topic of the study. It consists of four areas of the discussion; those are coherence, cohesion, academic writing, *skripsi* and theoretical framework.

#### 2.1. Coherence

One of the most important elements in making a good paragraph is that the sentences should stand in a coherent way. Tannen (1994) succeeded in finding that coherence is the broader-based concept: it is underlying organizational structure that makes the words and sentences in discourse unified and significant for the reader. Langan (2003:148) found that a coherent paragraph is when all the supporting ideas and sentences in a paper are organized so that they are coherent, or “stick together.” A coherent paragraph has all the sentences well-arranged that not one could be interchanged with another. The idea must smoothly flow, no sudden jump.

In addition, the integrity of the coherence described by the existence of meaning relationships that occurs semantically. This is confirmed in advance by Halliday and Hasan (1976: 2) that the discourse is as a semantics unit and the unit may not be in the form, but rather the meaning. Halliday and Hasan (1994: 65-66) also states that there is a bounding in the text or discourse that is coherent. That means every part of the discourse containing a linkage between the previous



and subsequent sections. On the other hand, one sentence is connected straightforwardly into the next one.

Creswell (2012) states that to be coherent means to “interconnect” sections of our research report in order to give a consistent discussion to readers. In addition, some experts come in an agreement that coherence means the quality of being logically consistent; every paragraph have a single idea flowing smoothly from one to the next while sticking together in meaning. It can be concluded that simply, coherence in *skripsi* means being logic and consistent to the problem or idea, which becomes the background of the research, from the beginning until the last section of the *skripsi*.

Besides, Oshima and Hogue (1991) suggests that coherence can be described as “hold together”. So it can be called that coherence means “solid” and “related”. In the matter of writing, it is composed logically and smooth. It requires inner elements (meaning, concepts, and knowledge) combined with each other. It is classified four ways to obtain coherence. Repetition the key nouns and using consistent pronoun which refers to keywords are the first two devices. Then the third and fourth are transition signal and logical order.

In summary, it can be said that coherence is a linguistic equipment in discourse or text that concepts about interconnection of the idea. It means hold together, flow smoothly, not suddenly jump, and interconnected from one discourse to another but in a clear meaning. It uses a semantical approach to

maintain the linkage of the ideas. So that, it is related into a sense of the meaning or the inner elements of the discourse.

## **2.2. Coherence Markers**

The easiest way to get the coherent sentences is repeating the key nouns. The writer may only mention a key noun in every sentence in a paragraph as the main idea of the paragraph. As an example, the writer may repeat the noun school in order to connect the main idea of the paragraph that is about school.

The writer can also use the transition words to signal the idea of the first sentence or the main idea of the paragraph. Oshima and Hogue (1991: 42) states that the signal transitions in a paragraph is like traffic sign which tells readers when to go forward, back, slowly, and stopped. Thus, using the signal transition, readers can find out paragraphs it provides the same thoughts (similarly, moreover, furthermore, in addition), thought the opposite (on the other hand, however, in contrast), a sample (for example), the result (as a result), or the conclusion (in conclusion). Using the transition signals makes the readers easy to follow the writers' idea and it will also make the paragraph coherent.

The last choice to make the coherent paragraph is arranging those sentences into a logical order. The logical order sentences depend on the topic and the purpose of the writer. Furthermore, the writers are also required to arrange the logical order sentences in the native language way as their learning in that language. In this case, the writers are the English Department students and they are writing the English academic writing.

Some of logical orders are the chronological order, logical division of ideas, and comparison or contrast. Chronological order is the one most often used. Langan (2003) says that chronological order uses time as a reference by detailing what happens from beginning to end. In fiction writing, straight narration mainly relies on chronological order. It makes it easier for the reader to keep up. Several transition signals can be used in chronological order paragraph. It is important to make every sentence flows clearly.

Logical division is more like an analysis. A writer usually breaks the subject down into sub-divisions and writes about each in an order that flows naturally and logically. In using logical division, the writer should decide which parts are major, minor, equal or subordinate. Like chronological transition signal, logical division paragraphs also have reference of transition signal.

The comparison paragraph discusses the similarities in subjects. The contrast paragraph points out differences. The comparison-contrast paragraph does both. The topic will dictate which type should be used. Paragraphs developed by comparison, contrast, or comparison-contrast may employ all or some of the basic means of development already studied: descriptive details, reasons, or definition. However, the purpose of the paragraph developed is to compare and/ or contrast. One characteristic of the comparison and/or contrast paragraphs could be from the transition signal.

### **2.3. Cohesion**

Cohesion is the formal aspects of language in the discourse. As the formal aspects, cohesion becomes markers relations between sentences that are arranged together to produce a discourse that has unity and wholeness. Alwi, Dardjowidjojo, Lapoliwa, and Moeliono (2003: 427) states that cohesion is a docking relationship between propositions expressed explicitly by elements of grammatical and semantic in sentences that make up the discourse.

Cohesion is the resources within language that provide continuity in a text, over and above that is provided by clause structure and clause complexes. Halliday and Hasan (1976) in Coulthard (1974) claims that cohesion is formed by the formal ties, which bind one sentence to another. It can be said that the text or discourse that is cohesive means every outward element integrated internally in units of the text. In other words, each outward component of text - for example, the current word is heard or read - are linked in unity. The outward elements components must be interdependent. Thus, the presence of one component must be in harmony with the presence of form and distribution. Another example of a text element is the outward manifestation of grammar or elements of other conventions.

In summary, it can be concluded that cohesion is a linguistic equipment in discourse or text that concepts about interconnection of the ideas in the formal aspects. It becomes markers relations between ideas that are arranged

together to produce a discourse that has unity and wholeness. It is related into outward elements such as grammatical or the other that appear in the discourse.

## **2.4. Cohesion Devices**

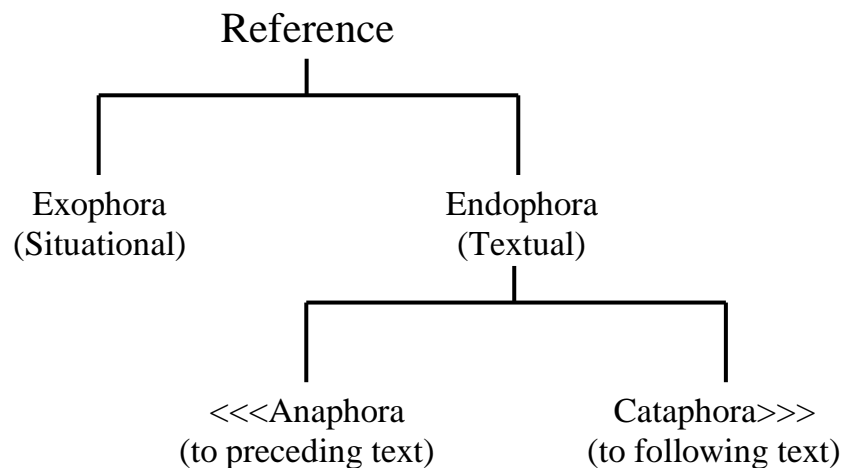
In the discussion of cohesion, there is known as an important element called cohesive markers or cohesive devices. It serves as tools to establish a discourse or text to be well connected. This is commonly called as cohesion devices. Halliday and Hassan (1976) explained that cohesion is divided into two types; grammatical cohesion and lexical cohesion. Grammatical cohesion can be classified into several categories, such as reference, substitution, ellipsis, and conjunction. Meanwhile the lexical cohesion consists of repetitions, synonyms, and collocation.

### **2.4.1. Grammatical Cohesion**

The first device is the reference or the appointment. It is part of grammatical cohesion relating to the use of a word or group of words to indicate a word or group of words or other grammatical units (Ramlan, 1993: 12). Halliday and Hasan (1976: 32) divides a reference to the two types, namely exophora and endophora. Exophora is that the reference to something that existed outside the text (extratextual), while the endophora is that the reference to something contained in the text (intratextual).

Cutting (2008: 9) states that endophoria serves to avoid an unimportant repetition. Based on the direction, endophoria divided into two

patterns, namely anaphora and cataphora. Anaphora is the reference that refers to things that have been mentioned earlier. Instead, cataphora is the reference that refers to things that exist in the next sentence. This division can be seen clearly in the following diagram:



(Cutting, 2008:9)

Further classification related to the reference given by Halliday and Hasan (1976: 37) that classify three types of reference; those are the personal pronoun, demonstrative, and comparative. On the personal pronouns, the use of persona in the text are determined by personal category, namely the use of first personal pronouns (speaker), second personal pronouns (addressee), and the third personal pronoun (other person); and also covers the use of the category of number (singular and plural) and gender (male and female). Meanwhile, the demonstrative reference is determined by the level of the proximity (scale of proximity), and the comparative reference determined by the identity and similarity.

Second is the substitution or the replacement of an element in a text or discourse by other elements. Halliday and Hasan (1976: 90) classify substitution into three parts, i.e. (1) the substitution of the nominal (nominal substitution) is replaced with *one, ones, same*; (2) substitution of verbal (verbal substitution) is replaced with *do*; and (3) clause substitution (clausal substitution) is replaced with *so, not*.

The third is ellipsis or the omission or deletion. One thing that does not appear in the discourse, but it is understood the meaning. Halliday and Hasan (1976: 142) argues that ellipsis and substitution are very similar. Besides to work together to avoid repetition, the relationship is likened to the statement that the ellipsis is the substitution by using a zero (zero).

Based on the elements that deleted, Halliday and Hasan (1976: 146) classify the ellipsis into three, i.e. (1) nominal ellipsis, (2) verbal ellipsis, and (3) clausal ellipsis. In an ellipsis or omission, there is an element of a sentence that does not appear explicitly in the next sentence. Nevertheless, the presence of these elements are predictable and the meaning can also be understood. This omission intended to prevent the repetition of the word *brought* previously mentioned in the first sentence. Nonetheless, the sentence can still be understood.

The last type of grammatical cohesion is conjunction. Halliday and Hasan (1976: 226) asserts that the conjunction is slightly different from other types of cohesion, whether it is reference, substitution, and ellipsis. Conjunction is a relationship between two elements of language, both between the clauses,

between sentences, and between paragraphs with the device or connecting device. Conjunction is not only a relationship anaphora. Conjunction is cohesive not because of himself, but indirectly.

Zaimar and Harahap (2011) adds that discussion of conjunction as a means of cohesion is not only grammatical aspect but also to semantic aspect. Furthermore, Halliday and Hasan (1976: 238) states that conjunction can express four different relationships, which are additive, adversative, causal, and temporal. In English, additive conjunction (addition) consists of the word *and, or, nor, in addition, by the way, in other words, likewise*, and others. Furthermore, adversative conjunction basically means "contrary to expectations", consisting of the word *though, yet, only, but, however, nevertheless, in fact, and so forth*.

Next, which include of causal conjunction are *so, thus, hence, therefore, then, because*, etc. that associated with causation. Then finally, the temporal conjunction, which are *next, then, before, soon, next time, in short, finally* and others. In addition, there are also words that functions as conjunction i.e. *now, of course, well, surely* categorized other conjunction.

#### **2.4.2. Lexical Cohesion**

Lexical cohesion is sentence relationships in the text that does not refer to the grammatical components. The application of this type of cohesion can be seen in the choice of words. Halliday and Hassan (1976: 288) suggests two types of lexical cohesion, i.e. reiteration and collocation.



Halliday and Hasan (1976: 318) states that reiteration is the repetition of a lexical, or the occurrence of synonym from some kind, in the context of reference; i.e., there are two events that have the same references. Halliday and Hasan (1976: 277) divide reiteration into three types i.e. repetition, synonym, metonymy, antonym, and superordinate or hyponymy.

The repetition is the repetition of the same words and generally using the same reference as well. The use of repetition that all components of the meaning is repeated usually not only shows the cohesive nature of the text, but also hide certain connotative meaning, and this depends on the context (Zaimar and Harahap, 2011: 148).

Another type is synonym. Crystal (2008: 470) defines synonym as a term that used in semantics to refer to the relationship between lexeme. Lexemes that have similar meanings are synonymous. Associated with cohesion, Zaimar and Harahap (2011: 150) reveals that the use of synonyms is quite sustain the cohesion of discourse. The repetition of these varied binding text, making it a solid discourse.

The next is Metonymy. Nordquist (2016) argues that metonymy is a figure of speech (or trope) in which one word or phrase is substituted for another with which it's closely associated (such as "crown" for "royalty"). Metonymy is also the rhetorical strategy of describing something indirectly by referring to things around it, as in describing someone's clothing to characterize the

individual. This results from the selection of a lexical item that is in some sense in part-whole relationship with a preceding item.

Another device is antonym. In this type of lexical cohesion, cohesion comes about by the selection of an item which is opposite in meaning to a preceding lexical item. For example; *I usually wear dark colors. I don't look nice in light colors.* In first sentence, it is stated a word dark as a core adjective to describe the color but in the second sentence the dark is replaced with its antonym become light to show the comparison between sentence. However, both sentence is still cohesive.

The last lexical cohesion device of reiteration is superordinate or hyponymy. Crystal (2008: 465) states that superordinate is a term that is sometimes used in grammatical description to refer to the higher linguistic hierarchy units than the other. Further, that the term is used to refer to a unit of higher order, such as "flower" is superordinate for "rose", "jasmine", and others. The term of superordinate is also related to hyponymy. Kridalaksana (2008: 83) defines hyponymy as "the semantic relationship between the specific meaning and generic meaning, or between members of taxonomy and taxonomic name". If the sample has been put forward "flower" is superordinate to "rose", "jasmine", then the "rose", "jasmine" are hyponymy for "flower".

The another type of lexical cohesion is collocation. Collocation defined by Halliday and Hasan (1976: 284). It is the use of vocabularies that are

interconnected within a certain scope. Links between the vocabulary can be antonymic or even can be different classes of word.

## **2.5. Academic Writing**

Academic writing as cited in is any writing done to fulfill a requirement of a college or university. Academic writing is also used for publications that are read by teacher and researchers or presented at conferences. A very broad definition of academic writing could include any writing assignment given in an academic setting. Here is a list of documents where academic writing is used. Some are self-explanatory and some have a brief explanation. Books and book reports, translations, essays, research paper or research article, conference paper, academic journal, dissertation and thesis, abstract, explication, etc. (<http://www.grammar.yourdictionary.com/word-definitions/definition-of-academic-writing.html>)

James (2008) states that academic writing style is a particular of expression that used by the researcher to define the intellectual boundaries of their discipline and their areas of expertise. Characteristics of academic writing include a formal tone, use of third person perspective rather than first-person (usually), a clear focus on the research problem under investigation, and word precise choice. Like specialist languages adopted in other professions, such as students that usually have to complete a variety of writing tasks during their studies, ranging from short IELTS essays to lengthy dissertations. It is designed to convey agreed meaning about complex ideas or concepts for a group of scholarly experts.

## 2.6. Skripsi

*Skripsi* is one of the final requirements for students to be able to get a degree S1 in Indonesia. It is called final requirement since to be able to take the *skripsi*, the student must have completed or at least close to completing all courses available. The term *skripsi* basically refers to the research and its report. As quoted from the academic guidebooks (UNJ, 2012, p. 174) “this course is regarding to the skills development of conducting research and reporting the results in English language in accordance with the standards of scientific writing”. The research its self is “a process of steps used to collect and analyze information to increase our understanding of a topic or issue” (Creswell, 2012, p. 3). Nunan (1992) provides minimum definition of research that it is a systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, (3) analysis, and interpretation of data.

Based on the book *Pedoman Penulisan Skripsi (UNJ, 2008)*, *Skripsi* is a research report which conducted based on particular method about academic problem that appropriate with particular study program. It has elements that provide characteristic of research. The elements which normally include in *skripsi* are divided into five chapters. The first chapter contains background, problem or research question, purpose, and significance of the research. The second chapter accommodates literature review or the relevant theory. The third chapter is about the methodology contains research methodology, time and place, data and data source, instrument, data collection method and data analysis procedure. Chapter

four provides findings and discussion and chapter five is the conclusion and suggestion.

## **2.7. Theoretical Framework**

A well-written paragraph should be arranged in some certain ways so that the readers can follow the message presented easily. It is the writer's duty to present the ideas clearly and logically in each sentence of a paragraph of their writing to the reader because the reader cannot ask the question directly to the writer if they do not get the ideas of the writing. Smalley and Ruetten (1986) clarify that a paragraph must have topic, controlling idea, and support and unity. A good paragraph should have the topic sentence to begin and limit the main idea, the supporting sentence to develop and explain the topic sentence, and the concluding sentence to end the paragraph and conclude the points of the paragraph.

In this study, to analyze the background of study of English Department student's *skripsi* the writer uses the model of well written discourse from Alwi (1993), the Knowledge of coherence from Oshima and Hogue (1991), and Halliday and Hassan for the knowledge of Cohesion and other experts to help the writer evaluate the students' writings. The writer finds that The Oshima and Hogue's model in analyzing the coherence of writing paragraph makes the analysis of the coherent paragraph easier and clearer, besides Halliday's criteria of cohesion that made a deeper analysis of making a cohesive in the text.

## **CHAPTER III**

### **METHODOLOGY**

This chapter discusses about the data collection and the research methodology of the study. The chapter consists of four areas of discussion; those are the method of the study, data and data source, and research collecting procedure, research analyzing procedure, and data interpretation.

#### **3.1. Method of Study**

In this research, the writer uses content analysis. Krippendorff (2004) suggests that content analysis is a research technique for making reliable and valid inferences from texts (or other meaningful matter) to the context of their use. Krippendorff (2004) divides content analysis into two types i.e. conceptual analysis and relational analysis. Then in this research, the writer serves the study by using conceptual analysis which starts from identifying research question and choosing samples. The data taken from *skripsi* is not all part of *skripsi* but only in the background of study. Next, the writer chooses the qualitative method as approaching method. Finally, the finding will be found in conclusion result.

#### **3.2. Data and Data Source**

The data of this study are words, phrases, and sentences in paragraphs of the background of study of English Department UNJ students' *skripsi*. The data are chosen randomly by taking 10 English Department students' *skripsi* from the last 5 years - 2011 until 2015. It includes 5 *skripsi* from educational program and 5 *skripsi* from literature program.

### 3.4. Data Collection Procedure

These below steps are some procedures that writer uses to collect data;

1. Choosing 10 *skripsi* of year 2011 – 2015 randomly from English Department’s Library that would become the samples.
2. Reading the paragraphs from the background of study of *skripsi* that will be analyzed carefully.
3. Determining the paragraphs in background of study of the *skripsi*.
4. Picking up and Writing the background of study of the *skripsi*. in the table of analysis (table 3.1).

### 3.5. Data Analysis Procedure

These following are the procedures of analyzing the data;

1. Reading words, phrases, and sentences in paragraph of background of study of English Department students’ *skripsi* carefully.
2. Classifying the sentences of the paragraph into the analysis table with the criteria taken from studies of Oshima and Hogue (1991), Halliday and Hassan (1976), and Alwi (1993) in the table 3.1.

| Paragraph   | Title | Sentences                          | Coherence marks |     |     |    | Cohesion devices     |     |     |      |                  |     |     |     |     |     |  |  |  |  |
|---|-------|------------------------------------|-----------------|-----|-----|----|----------------------|-----|-----|------|------------------|-----|-----|-----|-----|-----|--|--|--|--|
|   |       |                                    | RKW             | CPR | TSG | LO | Grammatical Cohesion |     |     |      | Lexical cohesion |     |     |     |     |     |  |  |  |  |
|   |       |                                    |                 |     |     |    | REF                  | SUB | ELP | CONJ | REP              | SYN | MET | ANT | HYP | COL |  |  |  |  |
|   |       | Paragraph<br>x<br>1.<br>2.<br>.... |                 |     |     |    |                      |     |     |      |                  |     |     |     |     |     |  |  |  |  |
| Total of Coherence markers & Cohesion devices of paragraphs |       |                                    |                 |     |     |    |                      |     |     |      |                  |     |     |     |     |     |  |  |  |  |

| Coherence Makers:          | Cohesion Devices:  |                   |
|----------------------------|--------------------|-------------------|
| Repetition Key Words (RKW) | Reference (Ref)    | Synonym (Syn)     |
| Consistent Pronoun (CPR)   | Substitution (Sub) | Metonym (Met)     |
| Transition Signal (TSG)    | Ellipsis (Elp)     | Antonym (Ant)     |
| Logical Order (LO)         | Conjunction (Conj) | Hyponym (Hyp)     |
|                            | Repetition (Rep),  | Collocation (Col) |

*Table 3.1 the table analysis of coherence and cohesion of the paragraphs*

3. Analyzing the words, phrases, and sentences which meet the criteria of coherence and cohesion based on the theories.
4. Calculating the percentage of coherence markers and cohesion devices that exist in each paragraph of students' background of study.
5. Making interpretation from each paragraph that have been analyzed.
6. Giving assessment of each writing whether they meet the criteria of coherent and cohesive or not based on criteria of assessment in rubric 3.2 and 3.3

| Coherent  | Less coherent   | Incoherent   |
|---|---|--|
| The paragraph gets 100% coherent assessment with requirements that each sentence is well connected one another by the coherence marks | Only 60% to 99% of the sentence in the paragraph that well connected by the coherence marks | Only 0% to 59% of the sentence in the paragraph that is connected by the coherence marks |

*Rubric 3.2 the rubric for assessing the coherence of the paragraph*



| Cohesive  | Less cohesive  | Non Cohesive  |
|---|--|---|
| The paragraph gets 100% cohesive assessment with requirements each sentence is well connected one another by the cohesive devices | Only 60% to 99% of the sentence in the paragraph that well connected by the cohesive devices | Only 0% to 59% of the sentence in the paragraph that is connected by the cohesive devices |

*Rubric 3.3 the rubric for assessing of the cohesion of the paragraph*

7. After assessing the level of coherence and cohesion of the writing based on criteria of assessment in rubric 3.3 and rubric 3.4 and put the result in table 3.4

| No. | Title | Paragraph's number | Coherence |    |    |                | Cohesion |    |     |                |
|-----|-------|--------------------|-----------|----|----|----------------|----------|----|-----|----------------|
|     |       |                    | Co        | LC | IC | Interpretation | Ch       | LC | NCh | Interpretation |
|     |       |                    |           |    |    |                |          |    |     |                |

Co: Coherent                      Ch: Cohesive  
 LC: Less Coherent              Lch: Less Cohesive  
 IC: Incoherent                    Nch: Non Cohesive

*Table 3.4 the table assessment of coherence and cohesion of the writing*

8. Analyzing the whole findings result.  
 9. Giving Interpretation of each writing that has been analyzed.  
 10. Drawing the conclusion and making the table of findings.

### **3.6. Data interpretation**

The data, that have become findings after been analyzed using analysis table, are discussed descriptively in discussion section. The findings from each the coherence and cohesion in the background of study are discussed one by one. The discussion covers the total of the finding, the example, and the analysis of why the finding appeared. In some findings, the writer also adds his suggestion and opinion.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter reports the findings and discussion of the coherence and cohesion in background of study of English Department students' *skripsi*. This chapter consists of three parts of report: data description, data analysis, and discussion.

#### **4.1. Data Description**

This study analyzes coherence and cohesion in background of study of English Department students' *skripsi*. The data are collected from the recent five years of *skripsi* starting from 2011 to 2015. It consists of 10 *skripsi* that were taken from those years with 2 *skripsi* from each year and study program i.e. education and literature. In order to analyze, the writer tooks words, phrases, and sentence in background of study of chapter I as the data source. Then those data are analyzed according to the criteria of a well-arranged paragraph specifically on the coherence and cohesion of the paragraphs. After that, the writer identifies the paragraphs to meet the criteria of the coherence and cohesion which is marked by the coherence markers and cohesion devices.

The coherence markers are used to analyze the data in order to find the coherence level would be existed in the paragraph. At least, in this study the writer mentions that there are 4 coherence markers which used to identify coherence of the paragraph in background of study. Those are repetition of the keywords, using pronoun, using transition signal and logical order.

Whereas, another markers that used for identifying another purpose – the cohesion level in background of study – are called cohesive devices. They are classified into two; grammatical cohesion and lexical cohesion devices. In grammatical side, it is known four devices, those are Reference, Subordinate, Ellipsis, and Conjunction. Meanwhile lexical parts are Repetition, Synonym, Metonym, Antonym, Hyponym, and Collocation. In short, all of those become the identifying tools for analyzing the coherence and cohesion in background of study.

Next the data are entered into analyzing column and ready to be identified. Then, after identifying the data, the writer classifies the data into several assessments criteria as coherent, less coherent, incoherent and cohesive, less cohesive, non-cohesive. Afterwards the writer calculates the percentage of the data that have been analyzed. The calculation is purposed to decide whether the background study is coherent and cohesive or not.

#### **4.2. Data Analysis**

The data are analyzed based on the form of table presentation according to the criteria of the coherence and cohesion of the paragraphs. The initial data analysis is shown in the appendices after the chapters of the study.

#### **4.3 Findings**

After analyzing the data, the writer finds the results of the coherence and the cohesion in the background of study of English Department students' *skripsi*. It consists of 5 *skripsi* from education program and 5 *skripsi* from

Literature program. From the assessing table below, we can measure that the writings of English department students still cannot meet the criteria of the both aspects. This following assessing table can give us a description in how the writing is assessed and decided to be counted as coherent, less coherent, or incoherent and cohesive, less cohesive, and non-cohesive:

| ASSESSING TABLE                                  |  |  |  |    |    |  |                                      |  |                                 |  |
|--|--|--|--|----|----|--|--------------------------------------|--|---------------------------------|--|
| COHERENCE AND COHESION IN BACKGROUND OF STUDY OF |  |  |  |    |    |  |                                      |  |                                 |  |
| ENGLISH DEPARTMENT STUDENTS' SKRIPSI             |  |  |  |    |    |  |                                      |  |                                 |  |
| YEAR 2011-2015                                   |  |  |  |    |    |  |                                      |  |                                 |  |
| Text Number                                      | Title  | Paragraph's number   | Coherence  |    |    |  | Cohesion                             |  |                                 |  |
|  |  |  | Co   | LC | IC | Interpretation   | Ch                                   | LC                                     | NCh                             | Interpretation   |
| 2011   |  |  |  |    |    |  |                                      |  |                                 |  |
| 1.   | <i>Representation of Gothic in Metallica T-shirts: A Semiotic Analysis</i>           | 1. First<br>2. Second<br>3. Third<br>4. Fourth<br>5. Fifth<br>6. Sixth<br>7. Seventh<br>8. Eighth<br>9. Ninth<br>10. Tenth<br>11. Eleventh | 100%<br>100%<br>100%<br>100%<br>100%<br>100%<br>100%<br>100%<br>100%<br>100%<br>100% |    |    | The paragraph is decided to be <b>COHERENT</b> with the total percentage 100% criteria | 100%<br>100%<br>100%<br>100%<br>100% | 66%                                    | 40%<br>40%<br>33%<br>14%<br>40% | The paragraph is decided to be <b>LESS COHESIVE</b> with the total percentage 66% criteria |
| 2.   | <i>Unity and Coherence of the Paragraphs in English Department Students' Skripsi</i> | 1. First<br>2. Second<br>3. Third<br>4. Fourth<br>5. Fifth<br>6. Sixth<br>7. Seventh<br>8. Eighth<br>9. Ninth<br>10. Tenth<br>11. Eleventh | 100%<br>100%<br>100%<br>100%<br>100%<br>100%<br>100%<br>100%<br>100%<br>100%<br>100% |    |    | The paragraph is decided to be <b>COHERENT</b> with the total percentage 100% criteria | 100%<br>100%<br>100%<br>100%<br>100% | 80%<br>85%<br>83%<br>80%<br>85%<br>66% | 50%                             | The paragraph is decided to be <b>LESS COHESIVE</b> with the total percentage 84% criteria |
| 2012   |  |  |  |    |    |  |                                      |  |                                 |  |
| 3.   | <i>Paraphrasing in English Department Students' Skripsi</i>                          | 1. First<br>2. Second<br>3. Third<br>4. Fourth   | 100%<br>100%<br>100%<br>100%   |    |    | The paragraph is decided to be <b>COHERENT</b> with the total percentage 100% criteria | 100%<br>100%<br>100%                 |  | 28%                             | The paragraph is decided to be <b>LESS COHESIVE</b> with the total percentage 82% criteria |

|      |  |   |  |                |     |  |                                      |                          |  |  |
|------|--|---|--|----------------|-----|--|--------------------------------------|--------------------------|--|--|
| 4.   | <i>The Transitivity System of English and Indonesian in The Science Bilingual Textbook for Junior High School</i>                | 1. First<br>2. Second<br>3. Third<br>4. Fourth<br>5. Fifth  | 100%<br>100%<br>100%<br>100%<br>100%                                 |                |     | The paragraph is decided to be <b>COHERENT</b> with the total percentage 97,2% criteria      | 100%<br>100%<br>100%                 | 62%<br>86%               |  | The paragraph is decided to be <b>LESS COHESIVE</b> with the total percentage 89,6% criteria |
| 2013 |  |   |  |                |     |  |                                      |                          |  |  |
| 5.   | <i>The Naturalness Indicators of Translation in Skripsi, Thesis, and Dissertation</i>  | 1. First<br>2. Second<br>3. Third<br>4. Fourth<br>5. Fifth  | 100%<br>100%<br>100%<br>100%<br>100%                                 |                |     | The paragraph is decided to be <b>COHERENT</b> with the total percentage 100% criteria       | 100%<br>100%<br>100%<br>100%         | 88%                      |  | The paragraph is decided to be <b>LESS COHESIVE</b> with the total percentage 97,6% criteria |
| 6.   | <i>Intertextuality in English Department Critical Reading Courses</i>  | 1. First<br>2. Second<br>3. Third<br>4. Fourth<br>5. Fifth<br>6. Sixth<br>7. Seventh<br>8. Eighth             | 100%<br><br>100%<br>100%<br>100%                                     | 90%<br><br>75% | 50% | The paragraph is decided to be <b>LESS COHERENT</b> with the total percentage 89,7% criteria | 100%<br><br>100%<br>100%             | 27%<br>37%<br>50%<br>50% |  | decided to be <b>LESS COHESIVE</b> with the total percentage 64,25% criteria                 |
| 2014 |  |   |  |                |     |  |                                      |                          |  |  |
| 7.   | <i>The Advertisements in National Geographic Magazine: The Representations and Relevance</i>                                     | 1. First<br>2. Second<br>3. Third<br>4. Fourth<br>5. Fifth<br>6. Sixth  | 100%<br>100%<br>100%<br>100%<br>100%<br>100%                         |                |     | The paragraph is decided to be <b>COHERENT</b> with the total percentage 100% criteria       | 100%<br>100%<br>100%<br>100%         | 50%                      |  | decided to be <b>LESS COHESIVE</b> with the total percentage 91,6% criteria                  |
| 8.   | <i>Phonetics Knowledge of Some Senior High School Teachers of English in East Jakarta</i>  | 1. First<br>2. Second<br>3. Third<br>4. Fourth  | 100%<br>100%<br>100%<br>100%   | 60%            |     | The paragraph is decided to be <b>LESS COHERENT</b> with the total percentage 89,7% criteria | 100%<br>100%<br>100%                 | 60%                      |  | The paragraph is decided to be <b>LESS COHESIVE</b> with the total percentage 90% criteria   |
| 2015 |  |   |  |                |     |  |                                      |                          |  |  |
| 9.   | <i>The Image Construction of Dian Pelangi in The Jakarta Post and Tempo Online Media</i>   | 1. First<br>2. Second<br>3. Third<br>4. Fourth<br>5. Fifth<br>6. Sixth<br>7. Seventh<br>8. Eighth<br>9. Ninth | 100%<br>100%<br>100%<br>100%<br>100%<br>100%<br>100%<br>100%<br>100% | 75%            |     | The paragraph is decided to be <b>LESS COHERENT</b> with the total percentage 97,2% criteria | 100%<br>100%<br>100%<br>100%<br>100% | 80%<br>90%<br>80%<br>75% |  | The paragraph is decided to be <b>LESS COHESIVE</b> with the total percentage 91,6% criteria |
| 10.  | <i>Students' Perception of Syllabus of Language Learning and Teaching Theories Course in Elesp of Universitas Negeri Jakarta</i> | 1. First<br>2. Second<br>3. Third<br>4. Fourth<br>5. Fifth<br>6. Sixth  | 100%<br>100%<br>100%<br>100%<br>100%<br>100%                         |                |     | The paragraph is decided to be <b>COHERENT</b> with the total percentage 100% criteria       | 100%<br>100%<br>100%<br>100%<br>100% |                          |  | The paragraph is decided to be <b>COHESIVE</b> with the total percentage 100% criteria       |

#### 4.3.1. Findings of the coherence and cohesion in the background of study of the student's *skripsi*

After assessing the data from those 10 *skripsi*, the writer found:

| Result                          | Amount | Percentage |
|---------------------------------|--------|------------|
| Coherent and Cohesive           | 1      | 10%        |
| Coherent but Less Cohesive      | 6      | 60%        |
| Less Coherent and Less Cohesive | 3      | 30%        |

Table 4.1 The result of coherence and cohesion in the background of the study of students' *skripsi*

The tables show that most of background of study did not yet meet the criteria coherent and cohesive paragraph. They are seen to be able getting only one side of criteria, its coherence part while the cohesion is still very far. It is counted only 1 writing (10%) meet the criteria of coherence and cohesion. Meanwhile, the other 6 writings (60%) accept coherent but less cohesive and 3 writings (30%) got less coherent and less cohesive.

#### 4.3.2. The coherence on the students' background of the study

After conducting the study of the coherence paragraph in the students' *skripsi*, the writer found that most of the student's background of study which taken as a sample meet the criteria of coherence. However, some of them lack of coherence. It is proven that from 10 background of the study or writings, 7

writings (70%) meet the criteria of the coherence, yet another 3 writings (30%) got less coherent. Here is the result table of coherence of the background of study in students' *skripsi*.

| <b>Coherence</b> | <b>Total</b> | <b>Percentage</b> |
|------------------|--------------|-------------------|
| Coherent         | 7            | 70%               |
| Less Coherent    | 3            | 30%               |
| Incoherent       | 0            | 0%                |

*Table 4.2 the result of coherence in background of study*

#### **4.3.3. The cohesion on the students' background of the study**

In contrast with the coherence, the writer finds that most of the students' background of the study still have some problems in meet the criteria of cohesion. It is proven that from 10 background of study or writings, only 1 writing (10%) meet the criteria of cohesion, yet another 9 writings (90%) are less cohesive. Here is the result table and rate of the coherence of the background of study in students' *skripsi*.

| <b>Cohesion</b> | <b>Amount</b> | <b>Percentage</b> |
|-----------------|---------------|-------------------|
| Cohesive        | 1             | 10%               |
| Less cohesive   | 9             | 90%               |
| Non Cohesive    | 0             | 0%                |

*Table 4.3 the result of cohesion in background of study*



#### **4.4. Discussion**

The study is conducted to investigate the both aspects coherence and cohesion in background study of English Department students' *skripsi*. The research question of the study is to what extent the coherence and cohesion in background of study in English Department students' *skripsi*. Based on the research question, the writer analyzes the background of study based on the criteria of coherence and cohesion.

##### **4.4.1 The coherence and cohesion in background of study of English Department Students' *Skripsi***

The criteria of well-arranged discourse or text or paragraph based on Alwi (1991) is that the discourse should consist the two aspects of language, those are coherence and cohesion. Coherence means hold together, flow smoothly, not suddenly jump, and interconnected from one discourse to another but in a clear meaning. It uses a semantical approach to maintain the linkage of the ideas. So that, it is related into a sense of the meaning or the inner elements of the discourse. Meanwhile, the cohesion is the formal aspects of language in the discourse. As the formal aspects, cohesion becomes markers relations between sentences that are arranged together to produce a discourse that has unity and wholeness. It is related into outward elements such as grammatical or the other that appear in the text.

Based on the criteria, in this study the writer at least found 3 findings which can be said as the result of the research, those are *Coherent and Cohesive*,

*Coherent but Less Cohesive*, and *Less Coherent and Less Cohesive* background of study. The coherent and cohesive background of study only appeared in 1 student's *skripsi*, the coherent but less cohesive in 5 students' *skripsi*, the rest is in 4 students' *skripsi*. Those results show us that many of students's background of the study meet the criteria of coherence but most of them still cannot fulfill the criteria of cohesion. The example of the findings above can be seen below:

#### 4.4.1.1. Coherent and Cohesive paragraphs

The background of study which meet the criteria of coherent and cohesive was only 10% or only 1 from 10. The writing is able to combine coherent and cohesive aspects. The ideas of paragraphs flow smoothly besides the outward elements such as grammatical aspect and lexical aspect of cohesion well do existed.

In the example below, the idea *teaching's environment* was well built and delivered from first sentence to the last. It is not only hold together like a chain but also well formed by the grammatical and lexical cohesive devices.

***In addition***, another challenge that has to be faced in learning and teaching second language is the environment. Li (2009) states that teachers need to know ***students' learning environment***. ***On his research*** to China's foreign language learners, students only have a few accesses to second language environment, so teachers could only depend on conscious classroom study to improve English (Li, 2009:3). ***It can be said that classroom teaching may have important roles in second language learning***, in this case teachers play the main role to create activities in classroom that can support to second language learning. ***Favorable class teaching and language acquisition environment*** results in the success in language acquisition (Li, 2009:3). Establish ***a dynamic teaching pattern*** is suggested by Li (2009) to reform English teaching during the second language

*acquisition process on his research in college. Therefore, teachers should establish **a student-centered class teaching pattern** to create learning environment that can improve the **second language teaching quality and learning effect** (Li, 2009). (taken from text 10, paragraph 2)*

The example writing above was counted as a coherent and cohesive paragraph. It was because in every sentence, from first sentence to the last it existed coherence markers and cohesion devices with the total 100%. The main idea of the writing was well built. In other hand, the writing was well connected with a good tie that marked by lexical and grammatical cohesion devices.

#### **4.4.1.2. Coherent but Less Cohesive paragraphs**

In this section, it is found that the 60% background of studies were counted as meet the criteria of coherent but less cohesive. Those writings generally have been connected one another, but the outward elements such as grammatical aspect and lexical aspect of cohesion that tied sentences was not well existed. This example below:

*The popularity of Metallica worth to be studied because **Metallica** is one of the pioneer of heavy metal band. **Metallica** is an American heavy metal band from Los Angeles, California, formed in 1981. Currently, the formation of **Metallica** is Lars Ulrich (drummer), James Hetfield (rhythm guitarist and vocalist) Kirk Hammett (lead guitarist) and Robert Trujillo (bassists). **Metallica** has released nine studio albums, two live albums, two EPs, twenty-four music videos, and forty-five singles (<http://metallica.com/>). **Metallica** release T-shirts for promoting their albums. **Metallica** has specialty in their lyrics which tell about disappointment, anger, cruelty and personal anguish in everyday life. **Metallica** has become the role model for another bands and people. (taken from text 1, paragraph 7)*

The example shows that the text had a consistent main idea “Metallica” as the topic from first to last sentence, therefore it was counted as a

coherent which meet the criteria that every sentence existed the coherence markers 7 of 7 (100%). Meanwhile, it cannot be counted as cohesive writing because the cohesion devices only meet 2 of 7 (29%). It can be said that the writing had a consistent main idea but in the building of the text the writing was not able to give a good tie in one sentence to another. It is proven that in the sentences after the first sentence did not exist any transition signals or conjunctions that could connect them to be well arranged paragraph.

#### 4.4.1.3. Less Coherent and Less Cohesive paragraphs

In this section, it is found that the 30% background of studies were counted as meet the criteria of less coherent and less cohesive. Generally, the writings not only do not connect well one another, but the outward elements such as grammatical aspect and lexical aspect of cohesion that tied sentences also do not well exist. This example below:

*A text is a multidimensional space in which a variety of writings, none of them **original**, blend and clash. **The text** is a tissue of quotations. The writer can only imitate a gesture that is always anterior, **never original**. **His** only power is to mix writings, to counter the ones with the others, in such a way as never to rest on any one of them (Barthes 1977, 146). **Any text** is actually 'a permutation of texts, an intertextuality in a space of a given text', in which 'several utterances, taken from other texts, intersect and neutralize one another'; texts thus are seen as 'lacking in any kind of independent meaning' (Allen 2000: i). **The concept of influence** impacted thinking about literature started rising in the mid-eighteenth century when classical poetics and the doctrine of imitation extinct time by time. Influence is represented as an external energy that enters the author's mind and, without the visible procedures that were key for imitation, leads him or her to write differently. Some researcher has been researched influence in writing a text. (taken from text 6, paragraph 3).*

The example above shows that the text has a word *text* as the main idea mentioned in first sentence. It is well explained in the first until fifth sentence. But while entering the sixth, the idea becomes inconsistent because the it is stated *the influence* as the new main idea even though the new idea has no direct connection to the previous idea. Moreover, it is directly imported it to the paragraph without adding conjunction or sentence or phrase connector. Its case then made the paragraph said as less coherent. Furthermore, in the aspect of cohesion the sentence of the writing was not well-arranged. It is too direct when the writing elaborated the ideas in sentences. It does not meet the criteria in order to conduct the text tied well. The text has a lack in grammatical cohesion that made the text was not quite good to read and understand

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter shows the explanation of the conclusion, implication, and suggestion of the study after finding out the results.

#### **5.1. Conclusion**

The study results that the level of the coherence and cohesion of the students' background of study is still low. The result is based on the analysis from the criteria of the coherence and cohesion that created by Halliday and Hassan (1976), Oshima and Hogue (1991), and Alwi (1993). It is proven in the findings in the study which showed the coherent and cohesive in background of study in the table of analysis only reached 10%. Meanwhile, the paragraphs which meet the criteria of coherent and less cohesive were 60% and the less coherence and less cohesive were 30%.

Many of them actually have been able to meet the criteria of the coherence aspect, but still had lacks in determining the cohesion. In coherence, there are 70% of background of study meet the criteria of coherent. It is assumed that determining the coherence was easier than determining the cohesion in paragraph. The main topic is mentioned in starting paragraph and kept holding together in the next supporting sentences but got failed in keeping the sentence one another tied well. The problem of making the coherent paragraph is mostly about the inconsistency while delivering ideas. There are jumping, redundant, and

unrelated ideas in sentences with the topic discussion in the paragraphs which have conducted. It indicates that the rest 30% writings were failed to meet the coherent paragraphs.

In contrast to the coherent, most cohesion criteria are failed to be accomplished in writing. It is showed that 90% of writings taken as samples were less cohesive. The less attention in well-arranged paragraph based on outward form such as grammatical cohesion becomes the most fails. Adding sentence connectors, conjunctions or another transitional signal is a necessary when the writer wanted to make a readable and well understand text besides using repetition of the key nouns to make the idea stick together.

## **5.2. Suggestion**

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

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

unnecessary information outside the topic discussion is prohibited. If the students want to add another information, they must create a new paragraph with a new topic discussion so that the information is not excessive or ambiguous.

In the case of making cohesive paragraph, the writer suggested:

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



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# APPENDIXES