

# CHAPTER I

## INTRODUCTION

This chapter reveals the background of the study, research question, purpose of the study, the limitation of the study, and the significance of the study. The explanations of these parts are presented below

### 1.1. Background of The Study

There are about 435000 students graduate from universities in every year ([www.psp.kemdiknas.go.id](http://www.psp.kemdiknas.go.id)). UNJ contributes at least 2350 graduates (UNJ, 2012). In order to graduate, normally a student need to write *skripsi* as their final assignment. Thus, it can be said that there are about 2350 *skripsi* are written by students in UNJ every year. The large amount of *skripsi* that is created each year has not been offset by the amount of lecturers' availability. This situation will diminish quality of *skripsi*. Meanwhile, beside the quantity, the quality is also important particularly if the new regulation which obligates *skripsi* to be published in the form of journal want to be applied (LUK, 2012).

Beside from its content, quality of *skripsi* can be measured also from its writing aspect. The good writing will establish the *skripsi* easy to understand and easy to read although the content may be complicated (Creswell, 2012, p. 272). By having

a good writing, it is hoped the *skripsi* will not only end as the formality of graduation, but also can be useful for the development of knowledge.

To be easy to read, a *skripsi* must be coherent. Based on (Creswell, 2012), to be coherent means to “interconnect” sections of our research report in order to give a consistent discussion to readers. Hamilton (2003) defines coherence as the way the ideas in the writing flows in a logical order with sensible steps. 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 (Lapionka, 2008, p. 118), (Hinkel, 2004, p. 279), (Matthews & Matthews, 2008, p. 5), (Winkler & Metherell, 2008, p. 106). 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*.

Moreover, beside coherence, explicitness of the idea is also important. According to Greene and Burleson (2003: p. 489) explicitness means the “degree” of how clear or transparent a message in the writing. It aims at making the purpose of the message so it can be understood easily by the target speaker.

A coherent and explicit *skripsi* shows a good chain of reasoning. Chain of reasoning is a form of consistency to the idea or the main purpose of the research which is applied to every chapter in *skripsi*. If in the beginning, let say background section, *skripsi* tells about students speaking skill, then it can be predicted in the literature review we will find a discussion about students speaking skill, its sub skills,

or its criteria to measure it. Likewise in choosing the data analysis, the *skripsi*'s chain of reasoning will be broken if the data used is the students' writing task even though in the form of dialogue.

The research problem, finding, and conclusion are also the part of the *skripsi* which are important and need to be coherent. Problem plays an important role in *skripsi*. Creswell (2012) suggests that problems are "educational issues, controversies, or concerns" that become a background in doing a research. It settles all the parts of *skripsi*. Finding in *skripsi* is the section contains the result that is found through research regarding the research question and existing knowledge. It is important to differentiate between the findings and the conclusion. Findings are direct observations summarized and integrated by the statistical analysis that the conclusion is based on it. In short, conclusion is the summary statements of the findings and a brief summary of the whole research. In this section, it is very important to make sure whether problem which is the basis of the *skripsi* has been solved or not.

From the pilot study, it is indicated that many ED Students' *skripsi* are not explicit and coherence. For example the *skripsi* titled "Accuracy in Translation of Scientific Text: A Case Study of Fifth Semester Students of English Literature Study Programme, FBS-UNJ". It stated that the problem are the linguistic aspects mostly used in students translation in scientific text and How the students employ the linguistic aspects of translation, however the problem is not coherent with the title that is about accuracy in translation. The second example is *skripsi* titled Developing Instrument Of Evaluation To Integrate Mathematics Content Into English Subject in

Content Based Instruction at SMP LABSCHOOL East Jakarta. It can be seen from the *skripsi* that the findings cannot be used to answer the problem. It because mostly the findings are about the evaluation of the teaching and learning activities in class and they are not so important since the research problem is about how the instrument to evaluate CBI is developed. These findings indicate that ED UNJ *skripsi* quality is still lack.

There are some current studies with the basic theme is quality of ED UNJ *skripsi*, such as Imam (2009) who raises plagiarism issue in ED students' *skripsi*, Rahmi (2010) whose title is Indonesian English in ED students' *skripsi*, Handayani (2010) and Michell (2012) who talk about consistency, and Dharmastuti who highlights the methodology in ED student's *skripsi*. She is Matini (2011) who concern with the unity and coherence of paragraph in ED students' *skripsi*. However, Matini (2011) study the coherence in the paragraph level, thus there is no student who comes up with issue about coherence in *skripsi* as whole yet. Whereas, as what has been explained before, coherence is the crucial thing regarding the quality of *skripsi*.

Based on the urgency of the problem and the lack of attention about this problem, the writer is interested in raising this coherence and explicitness issue. Nevertheless, because the field is too big, the writer will limit the study to the *skripsi* in ED UNJ and focus on the sections of problem, result, and conclusion in *skripsi*.

## **1.2. Research Question**

How explicit and coherent is the chain of reasoning between Problem, Result, and Conclusion in ED UNJ Students' *Skripsi*?

### **Sub Questions:**

1. To what extent is the chain of reasoning between Problem and Finding in ED UNJ Students *Skripsi* explicit and coherent?
2. To what extent is the chain of reasoning between Finding and Conclusion in ED UNJ Students *Skripsi* explicit and coherent?

## **1.3. Scope of The Study**

This study focuses on the explicitness and coherence between the Problem, Findings, and Conclusion in ED UNJ students' *skripsi*.

## **1.4. Purpose of the Study**

Based on the research questions above, this study aims at investigating the explicitness and coherence of chain of reasoning between Problem, Findings, Conclusions made by UNJ English Department students.

### **1.5. Significance of The study**

This study is significant to be conducted since the explicitness and coherence in ED UNJ students' *skripsi* has not yet been given sufficient attention. The obtained data can be used by administrator and stakeholders as the consideration of decision making. Furthermore, it can be used as a source for other researchers in the same field.