Grammatical Cohesion In Collected Thesis

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Abstract-The purpose of this study is (1) to explain the use of grammatical cohesion on the aspects of reference, substitution, ellipsis, and conjunction in the students' thesis; (2) explain the quality of thesis writing. The object of this research is thesis student of Faculty of Language and Arts Universitas Negeri Padang with number of research sample 15 thesis. Samples are taken randomly from thesis sets in 2015, 2016, and 2017. Data collection methods and techniques are language methods. The technique used is the library method by dividing the discourse into several sentences to be grouped and analyzed based on cohesion aspect, then forwarded with basic techniques tapping followed by the technique of record. The results showed that from 192 paragraphs with 362 pairs of sentences there is a marker, there were grammatical cohesion markers from dominant to the least used, ie (1) references, (2) conjunctions, (3) ellipsis and (4) substitution. From the data of the study, there are still significant errors in the use of grammatical cohesion.

Keywords-cohesion; grammatical cohesion; cohesion marker; thesis

I. INTRODUCTION

Research on cohesion has been done in various countries. As far as the literature review was conducted, Castro's (2004), Kwan & Yunus (2014), Plakans (2016), Darweesh & Kadhim (2016), Crossley & McNamara (2016), Bahaziq (2016), and Gafiyatova, Korovina, Solnyshkina, Yarmakeev (2017). Plakans (2016) from the United States is one who has been researching about cohesion. The object of research is a feature. He found that in the object he studied, grammatical cohesion was more common than lexical cohesion. Furthermore, research on cohesion has also been done by Bahaziq (2016) from Arabia. He did research on essay writing students. The findings are new to references and conjunctions. He found that there was little evidence of the use of lexical devices. The result of research conducted by Bahaziq is in line with the results of research conducted by Aziz (2015).

In Indonesia, study on cohesion analysis has been done by Aziz (2015). The object of the study is the student's thesis. He found the phenomenon that students in writing thesis only pay attention to the content of the script and the process of completion. In addition, there are students who write a thesis to fulfill the task only. However, his research is not centered on grammatical cohesion and does not suggest the quality of grammatical cohesion marker use in the object under study.

In contrast to the above relevant research, this study focused more on grammatical cohesion by critically examining grammatical cohesion on the aspects of references, substitutions, ellipsis, and conjunctions on the background of problems in student thesis. The analysis was done in the background of the problem in the thesis because the background of the problem is the most fundamental thing in a study and as the reason why the research is done. From these observations, the problems that arise was whether the student's essay written in accordance with the criteria of a good scientific discourse, which contains grammatical cohesion?

Of the three relevant studies, it has not fully answered the question of how grammatical cohesion in a scientific discourse, especially in the student's thesis. Is it appropriate to the accuracy of grammatical cohesion marker usage? Then, how is the correct use of grammatical cohesion markers and how does the grammatical cohesion marker misuse? The researcher will present a critical analysis of scientific discourse in the form of a thesis and investigate the use of its cohesion marker.

The term cohesion implies cohesiveness and wholeness. Cohesion is a semantic concept that shows the relation of meaning between text elements. 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 sentences (Bahaziq, 2016, Crossley & McNamara, 2016, Aziz, 2014; Kwan & Yunus, 2014; Aidinlou, Khodamard, Azami 2012).

Discourse requires cohesion as a formal form. The form used by the author to explicitly show how the parts of discourse can be interpreted well by the reader. The parts of the discourse are marked by the use of formal tools in the form of grammatical cohesion markers. The grammatical cohort marker consists of references, conjunctions, substitutions, and

ellipsis. (Bahaziq, 2016; Plakans, 2016; Wiyanti, 2016; Aflahah, 2012; Brown and Yule; 1996; Kwan & Yunus; 2014; Hanafiah, 2014).

Reference cohesion is one type of grammatical cohesion in the form of a particular lingual unit that refers to other lingual units that precede and follow it. This type of cohesion serves to connect an element of text with other things related to the element or thing to be referred to. Traditionally, reference refers to the relationship between a word and an object, such as *it*, *the following, etc*. (Halliday & Hasan, 1979, Baryadi 2002, Wiyanti & Dinihari, 2017; Bahaziq, 2016; Kwan & Yunus, 2014; Aidinlou, Khodamard , Azami 2012; Aziz, 2015).

Substitution is a grammatical cohesion that replaces certain constituents with other constituents. This cohesion involves two elements, namely the substituted element and the substitute element. Examples are he, he, he, them, him, etc. (Baryadi, 2002; Wiyanti, 2016; Gafiyatova, Korovina, Solnyshkina, & Yarmakeev, 2017; Bahaziq, 2016; Kwan & Yunus; 2014; Aziz, 2015).

Cohesion of ellipsis is a grammatical cohesion in the form of the so-called constituents. Ellipses are a sentence element that is not expressed explicitly in the next sentence. Although not stated in writing, but the presence of elements of the sentence can be estimated (Bahaziq, 2016; Baryadi, 2002; Kwan & Yunus, 2014; Aziz, 2015).

Conjunctive or sequential cohesion is a grammatical cohesion that expresses a particular relation of meaning, for example. (Baryadi, 2002; Bahaziq, 2016; Kwan & Yunus, 2014; Aziz, 2015). Since the smallest element in the discourse is the sentence, the researcher examines the conjunctions connecting the intercostals, not between words or phrases.

Based on that understanding, it can be said that the text will be easy to understand if it contains cohesion. Cohesion by using its markers will build the text intact and interconnected. One of the texts that must contain cohesion is a thesis. The thesis as one of the scientific work, not just writing it, but there are writing signs that must be considered for students (Aziz, 2015). The thesis can be written not only by using the correct language but how the correct language can become a coherent language.

Therefore, the purpose of this study is to explain the use of grammatical cohesion on reference, substitution, ellipsis, and conjunction aspects of a student thesis. The specific purpose of this study is to explain the quality of grammatical cohesion marker use in student thesis.

II. METHODS

The method used in this study is a qualitative method because it does not give priority to the numbers, but describes with words. This research used language research methods. Language research is concerned with research objectives that involve feeding and selecting data (Ratna, 2008). Language research methods were used in this study because this method of research that best matches the phenomenon that has been put forward. This type of research was descriptive qualitative because the presentation of data obtained by the object of research. The object of this research was thesis student of Faculty of Language and Arts Universitas Negeri Padang with put number of research sample 15 thesis. Samples are taken randomly from a collection of the thesis in 2015, 2016, and 2017. Here is a table of sources of data analysis contained in the student thesis.

Table 1. Data Source Analysis

Num.	Year of The Thesis	Sum of The Thesis	Sum of Paragraphs					
1	2015	6	14	18	10	11	13	19
2	2016	5	11	12	8	19	10	
3	2017	4	6	15	11	14		
	Sumary	15	192 paragraphs					

From these data sources, the sample consists of 192 paragraphs. The technique used is the library method by dividing the discourse into several sentences to be grouped and analyzed based on cohesion aspects. Then, continued with basic techniques tapping followed by the technique of record. Techniques tapping used to obtain data first with all the ingenuity and willingness to tap from a written data source in the form of the student thesis. The next technique is the noting technique. The technique of recording is the recording of various books or references related to scientific discourse.

The research instrument was a researcher and assisted with the analysis table. The analysis table used can help researchers in collecting and processing data. The analysis table can help researchers the researcher in analyzing and describing grammatical cohesion analysis on the reference, substitution, ellipsis, and conjunction aspects of the background of the problem in the students' thesis of the Language and Arts Faculty of the Universitas Negeri Padang.

Data analysis technique in this research is done descriptively with content analysis. Researchers analyzing pairs of sentences on each sample studied. Detailed data analysis steps were as follows: (1) coding each sentence containing aspects of grammatical cohesion; (2) classify the aspects of grammatical cohesion present in each sample; (3) analyzing grammatical cohesion in all aspects of cohesion in sentence pairs; (4) arranges into the auxiliary tables of all aspects of grammatical cohesion found; (5) find out the findings; (6) determine the quality of grammatical cohesion using a scale conversion guide of 10; (7) summarizes the results of the study.

III. FINDING AND DISCUSSION

Use of Grammatical Cohesion Markers

The markers of grammatical cohesion contained in the students' thesis of the Language and Arts Faculty of Universitas Negeri Padang are as follows.

Table 2. Results of Data Analysis

Num.	Thesis Code	Sum of Paragraphs	Gramatikal Cohesion									Paragraph Without the Marker
			Reference		Substitution			Ellipsis		Conjunction		
			1	2	1	2	3	1	2	1	2	
1	S-01	14	6	1				2		14		2
2	S-02	18	6	7	2					17		1
3	S-03	9	6	6	0			2		12		
4	S-04	11	12	2						7		
5	S-05	10	5	2	2					13		1
6	S-06	6	3	1				2		7		
7	S-07	14	14	7	1					15		1
8	S-08	19	12	6				1		15		
9	S-09	13	10	2				2		11		3
10	S-10	8	5	2						6		1
11	S-11	11	6	1				1		4		2
12	S-12	11	6	1	2					23		1
13	S-13	11	4					1		12		2
14	S-14	13	10	3				2		10		1
15	S-15	19	17	9				2		2		2
	Sumary	192	122	45	7			15		156		17
	Misuse of Marker		23							3		

Based on the results of the recapitulation of 192 paragraphs of 15 students 'thesis can be known the results of content analysis of background discourse problems in the students' essay Faculty of Language and Arts Universitas Negeri Padang. The results of the grammatical cohesion analysis of discourse on the aspects of reference, substitution, ellipsis, and conjunction consisting of 192 paragraphs with 362 pairs of sentences are as follows: (1) the most widely used type of grammatical cohesion marker is the reference cohesion marker of 167 (46, 13%) consisting of 122 anaphora references and 45 cataphora ferences; (2) the second type of grammatical cohesion marker is the 156 (43.09%) convertible cohesion cohesion consisting of the conjunction of meaning additive relation; (3) the third type of grammatical cohesion marker is the 15 (4.14%) cylinder marker of ellipsis consisting of the nozzle ellipsis; (4) the least significant type of grammatical cohesion marker is the 7 (1.93%) substitution cohesion marker consisting of the noun substitution.

Based on the data can be explained that from 192 paragraphs with 362 pairs of sentences with markers, obtained error markers that is on the anaphora reference markers as much as 23 markers and on conjunction marker relation meaning additive as much as 3 markers. In addition, obtained 17 paragraphs that do not load the marker.

Data descriptions are intended to provide an overview of the data under study. The data studied is the background of the problem in the thesis of the students of the Faculty of Languages and Arts Universitas Negeri Padang. The following will describe the grammatical cohesion contained in the background of the problem in the students' thesis of the Faculty of Languages and Arts Universitas Negeri Padang.

Reference

Based on the analysis table of the grammatical reference cohesion, 167 reference markers were obtained with correct use and 23 reference markers with incorrect usage. The reference marker data lies in the thesis of S-01, S-02, S-03, S-04, S-05, S-06, S-07, S-08, S-09, S-10, S-11 , S-12, S-13, S-14, and S-15. The correct form of use of the marker in the analyzed data can be seen in the sentence pair (1), while the incorrect form of improper usage in the analyzed data can be seen in the following sentence pair (2).

(1) Pembelajaran bahasa Indonesia berdasarkan Kurikulum 2013 adalah **pembelajaran berbasis teks**. Artinya, **pembelajaran tersebut** berpusat kepada teks yang akan dipelajari siswa.

The **pembelajaran tersebut** phrase is a **reference** that refers to **pembelajaran berbasis teks.**

(2) *Pertama,* siswa belum terampil menulis teks laporan observasi sesuai dengan struktur, ciri kebahasaan, dan fungsi teks yang dituntut dalam Kurikulum 2013. *Hal ini* terlihat dari hasil nilai siswa pada latihan menulis teks laporan observasi.

The **hal ini** phrase is a reference referring to the previous sentence. However, the **hal ini** phrase is not appropriate when used to refer to what has been described. The **hal ini** phrase should be used to refer to what you want to explain. **ini** is one of the reference features cataphora used to refer to what will be described, while in the data used to refer to what has been described.

Substitution

The grammatical substitution catalytic graphing data is as much as 7 substitution markers. The substitution marker data lies in the S-02, S-03, S-05, S-07 and S-12 thesis. The correct form of use of the marker in the data analyzed can be seen in the following pair of sentences.

Penulis atau pengarang menghayati permasalahan tersebut dengan penuh kesungguhan yang kemudian diungkapkannya kembali melalui sarana fiksi sesuai dengan pandangannya. Dengan kepekaan**nya**, seorang pengarang secara intens mencermati fenomena yang berkembang dalam masyarakat, merasakan pahit getirnya kehidupan, lalu mengartikulasikan dalam bahasa seni yaitu sastra.

The pronoun **–nya** is a substitute for a persona that refers to **penulis atau pengarang.**

Ellipsis

Graphical elocyst crystal graft data is as much as 15 ellipsis markers. The substitution marker data lies in the thesis of S-01, S-03, S-06, S-08, S-09, S-10, S-13, S-14, and S-15. The correct form of use of the marker in the data analyzed can be seen in the following pair of sentences.

Siswa kelas VII SMP Negeri 2 Padang kurang terampil menulis teks laporan observasi hal ini dapat dibuktikan dari rata-rata **ulangan harian menulis teks laporan observasi** yang masih belum mencapai KKM. Nilai rata-rata Ø yang diperoleh siswa kelas VII.7, yaitu 78,94 sedangkan KKM yang ditetapkan, yaitu 80.

The phrase that is deleted is **ulangan harian menulis teks laporan observasi.** If not dilesapkan will be *Nilai rata-rata* **ulangan harian menulis teks laporan observasi** *yang diperoleh siswa kelas VII.7, yaitu 78,94 sedangkan KKM yang ditetapkan, yaitu 80.*

Conjunction

Graphical conjunctive cohesion logic data is as much as 156 conjunction markers with correct use and 3 conjunction markers with incorrect usage. The substitution marker data lies in the thesis thesis S-01, S-02, S-03, S-04, S-05, S-06, S-07, S-08, S-09, S-10, S- 11, S-12, S-13, S-14, and S-15. The correct form of use of the marker in the analyzed data can be seen in the sentence pair (1), while the incorrect form of improper usage in the analyzed data can be seen in the following sentence pair (2).

(1) Pendekatan saintifik mencakup dalam lima langkah, yaitu mengamati, menanya, mengumpulkan informasi, mengasosiasikan atau mengolah informasi, dan mengkomunikasikan. **Sementara itu**, *discovery learning model* menggunakan enam langkah tahapan, yaitu stimulasi, identifikasi masalah, pengumpulan data, pengolahan data, pembuktian, dan kesimpulan yang secara tidak langsung terangkup dalam lima langkah pendekatan saintifik tersebut.

The **Sementara itu** phrase is a conjunction that connects between sentences. The **Sementara itu** phrase means to compare with the previous sentence or express the difference with the sentence.

(2) Peneliti ingin mengetahui pengaruh yang signifikan dari penggunaan *discovery learning model* berbantuan media objek langsung terhadap keterampilan menulis teks laporan observasi siswa kelas VII SMP Negeri 2 Padang. **Maka** dilakukan penelitian dengan judul "Pengaruh *Discovery learning model* Berbantuan Media Objek Langsung terhadap Keterampilan Menulis Teks Laporan Observasi Siswa Kelas VII SMP Negeri 2 Padang."

The word **maka** can mean as a result of the previous sentence. However, the use of words **maka** as conjunction between sentences is not appropriate. This is because the word is an connects words with words in a sentence.

Quality of Use Gramatical Cohesion Marker

The quality of grammatical cohesion marker used in the students' thesis of the Language and Arts Faculty of Universitas Negeri Padang is as follows.

Table 3 Quality of Use Gramatical Cohesion Marker

Num.	Gramatical Cohesion Marker	Accuracy of Use	Change Value	Qualification
1	Reference	83,23%	8	Baik
2	Substitution	100%	10	Sempurna
3	Ellipsis	100%	10	Sempurna
4	Conjunction	98,08%	10	Sempurna
	Average	95,33%		

Based on the result of the recapitulation of 192 paragraphs of the 15 thesis of students can be known the quality of the use of grammatical cohesion marker background problems in the thesis of the students of the Faculty of Languages and Arts Universitas Negeri Padang. Table 4 illustrates that the quallity of grammatical cohesion marker usage is almost perfect because of the four aspects of grammatical cohesion marker, there are 3 perfect qualifications and only one aspect of good qualification. The quality is determined after calculating the accuracy of the use of the following markers: (1) the accuracy of the use of reference markers is 144 of 167 markers; (2) the accuracy of the use of the substitution marker is 7 of 7 markers; (3) the accuracy of the use of elliptical markers is as many as 15 out of 15 markers; (4) the accuracy of the use of conjunction markers is 153 out of 156 markers. Thus, there are 362 pairs of sentences embedded in grammatical cohesion and 336 pairs of sentences with accurate use of grammatical cohesion markers.

IV. CONCLUSION

Based on the results and discussion above, it can be concluded that from the total paragraphs of 192 paragraphs, 362 pairs of sentences with markers and 17 paragraph data that do not contain grammatical cohesion markers have been obtained. The grammatical cohesion markers contained in the paragraphs in the background of the thesis problem of the Language and Arts Faculty, students of Universitas Negeri Padang were 167 data references (46.13%), 7 data markers (1.93%), 15 data ellipsis markers (4.14%), and the conjunction marker was 156 data (43.09%). Thus, grammatical cohesion markers in the background of the thesis problem of the Language and Arts Faculty, students of Universitas Negeri Padang were the most widely used to the least used, respectively (1) reference markers, (2) conjunction markers, (3) ellipsis markers and (4) substitution markers.

The thesis that has been analyzed based on grammatical cohesion contains 95.33% accuracy in the use of grammatical cohesion markers and 4.67% inaccuracy in the use of grammatical cohesion markers. Thus, the thesis of the Language and Arts Faculty of Universitas Negeri Padang can be said to have grammatical cohesion with almost perfect quality qualifications. That means, there is still disagreement in the student's thesis.

Based on these conclusions, there are two suggestions that can be proposed, namely as follows. First, for thesis writers, students were advised to pay attention to aspects of grammatical cohesion in addition to other important aspects. This is done so that what is written can be understood by the readers in accordance with what is intended by the author. Second, it is suggested for other researchers to examine grammatical cohesion in literary discourse so that there is clearly a difference in cohesion in scientific discourse and cohesion in literary discourse.

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