

A THESIS

**AN ANALYSIS OF COHESION AND COHERENCE IN THE
BACKGROUND OF THE SKRIPSI OF ENGLISH
EDUCATION PROGRAM IN STATE ISLAMIC
INSTITUTE (IAIN) PAREPARE**



BY

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REG. NUM. 15.1300.007**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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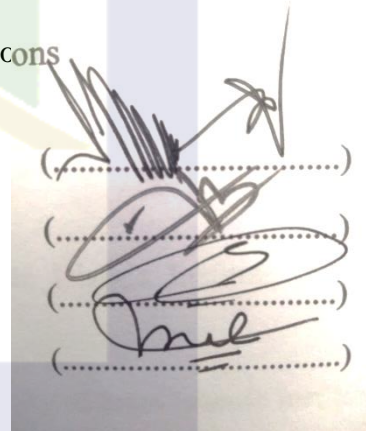
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“In the name of Allah, the Beneficent and the Merciful”

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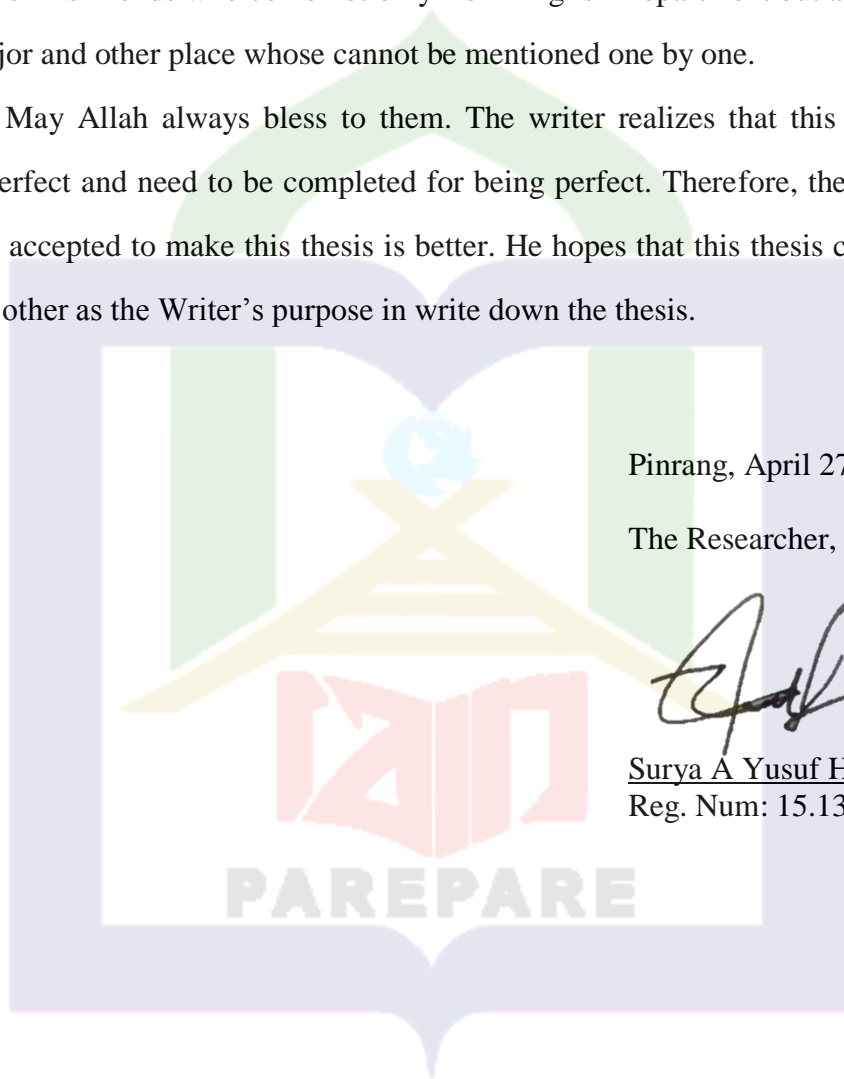
May Allah always bless to them. The writer realizes that this thesis is far from perfect and need to be completed for being perfect. Therefore, the suggestions will be accepted to make this thesis is better. He hopes that this thesis can be useful for the other as the Writer's purpose in write down the thesis.

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**DECLARATION OF THE AUTHENTICITY OF THE
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Stated this thesis is his writing, and if someday it proved that is copied, duplicated or compiled by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Surya A Yusuf Has. *An Analysis of Cohesion and Coherence in the Background of the Skripsi of English Education Program in State Islamic Institute (IAIN) Parepare.* (Supervised by Amzah and Mujahidah)

Writing is considered as the most difficult for second language (L2) or foreign language learners to master. Every text in writing should be cohesive and coherence to be a considered as good text. To produce a good writing, students are able to understand components in composing English writing. Cohesion and coherence play a very important role in a text.

This research concerned about coherence and cohesion as the important elements in background of skripsi. The aims of this research were: 1. To describe type of cohesion devices used in the background of the skripsi English student, 2. And to infer the students' competence in producing coherence at their writing in background of the skripsi. The researcher decided to formulate two problem statements in this research, they were: 1. What type of cohesion devices used in the background of the skripsi English students, 2. And how are the students' competence in producing coherence at their writing in background of the skripsi. In this research applied the descriptive qualitative method. It was conducted in library of IAIN Parepare. The subject of this research was the students' background of skripsi in academic year 2019. The total backgrounds of skripsi were 10 samples. The data collected through documentation.

The findings of this research showed that the type of cohesion found in the data and then the results showed that there are 1395 instances of cohesion from the total of occurrences and 816 instances of coherence from the total occurrences in 10 background of skripsi. It can be concluded that the students to be competing well in producing cohesion and coherence at students' background of skripsi. They utilized all types of cohesion at students' background of skripsi except substitution, and they applied all coherence at students' background of skripsi.

Keywords: *cohesion, coherence, background of skripsi*

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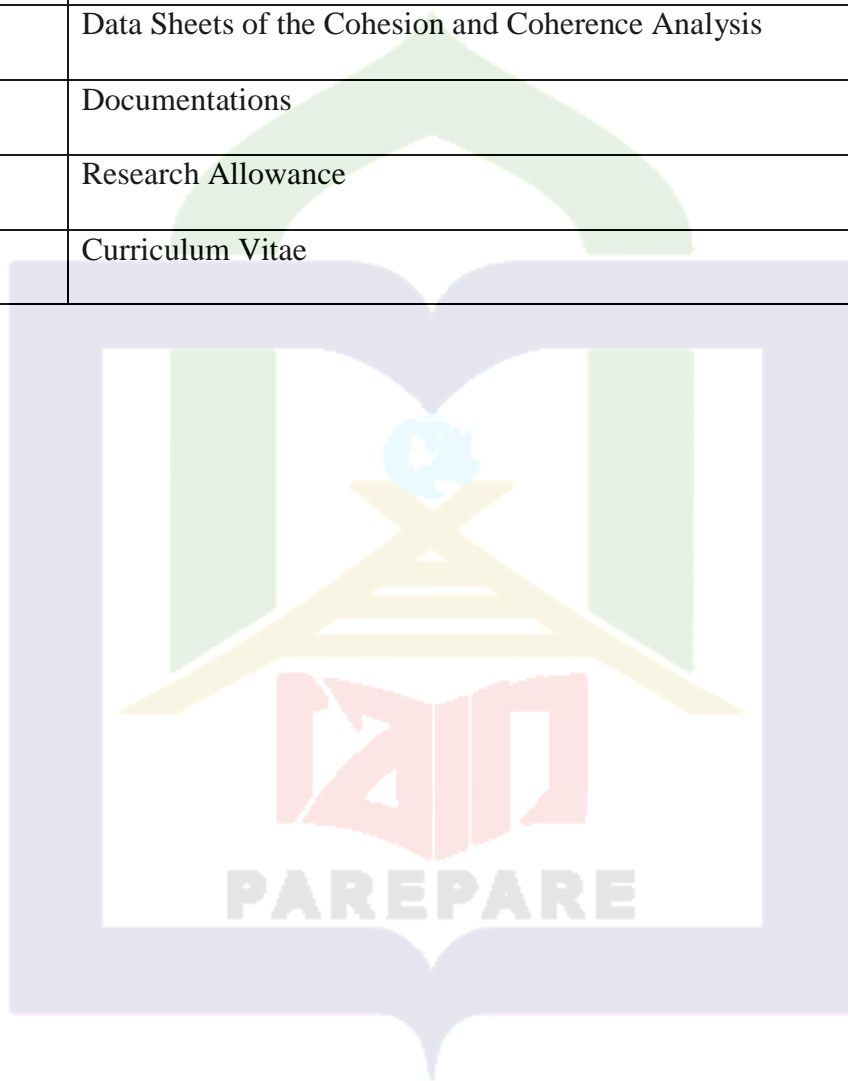
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CHAPTER I

INTRODUCTION

A. Background

English is an international language that has an important role in communication to interact with other people in the world who have different languages. In Indonesia, English is taught as a foreign language (EFL), in which students are supposed to master the four language skills (listening, speaking, reading, and writing). Writing is the most difficult skill in the language. Writing is putting down the graphic symbol in sentence or paragraph and delivering some meaning to the reader. In writing, students can express their feeling, emotion, and desire they want to write. When students want to write, they must know about the conventional aspects of writing like grammar, vocabulary, even structure. In the globalization era, people used their writing to show their idea, as a newspaper which used to inform the reader about what they have done through writing.

Writing is considered as the most difficult skills for second Language (L2) or foreign language learners to master. The difficulty in writing is not only how to generate and organize ideas in the paper, but also how to translate the ideas into the readable text. Related to the difficulty of grammatical, the students should pay more attention to their writing and how they express their ideas, feelings, thoughts, and opinions in the writing forms.

For the students of universities at English Department, writing has significant purpose as the main tool for learning and it is generally assumed to be the most essential for a successful study. This is because the university students are expected to be able to express their ideas both in non-academic and academic writing such as

writing a text, an article, and a thesis as their final project. Paltridge and Starfield stated that “Academic writing in this progression degree students are not only writes their ideas down on paper, but also they have to understand the writing patterned well”.¹ It can be assumed that while the students writing, they have to comprehend the pattern, that there is a reciprocal connection between thinking and writing. It is a fundamental ways of getting across their thoughts to develop their understanding.

Writing needs a long process, and in English language, writing is one of the most difficult tasks to accomplish. In line with this, Oshima & Hogue stated that writing is an ongoing act, before writing you have to know what you say and how to say.² Writing becomes a big challenge for the students because to accomplish a good composition in English, it needs complex process. According to Oshima & Hogue process of writing consist of four stages, they are prewriting, organizing, writing, and the last polishing. The main focus of teaching writing is to develop competency in creating a good writing. To achieve a good writing, a text should discuss only one main idea from beginning to end, is called unity.³ A text which is unity can help the reader understand what you are telling to the about the content of the text. Besides the text must be unity, there are other factors contribute to the quality of writing product, such as cohesion and coherence.

Cohesion and coherence mean that all of the parts of the sentences are connected logically and linguistically to form a whole. It is an important factor that is necessary to convey the exact information that the author wishes. In coherent writing the writers make connection between sentences, paragraphs, and texts, so that they

¹Paltridge, Brian and Starfield, Sue. “*Thesis and Dissertation Writing in a Second Language*”. (New York: Routledge. 2007), p. 46

²Oshima & Hogue. “*Introduction to Academic Writing*”. (USA: Pearson. 2007) p. 15

³Checkett. “*The Write Start Sentences to Paragraphs*”. USA: Amazon. 2013) p. 140

will be clear to the reader. The writers are not only making the connection for themselves but also to their reader. Also in cohesion the property of flow and connection in a written text that stems from the linguistics links among its surface elements. Thus the reader will understand the plot of the text.

To produce good writing, students can understand components in composing English Writing. To build a good writing text, cohesion and coherence play a very important role in a text.⁴ In line with this, Xhepa stated that cohesion and coherence are crucial elements for the text, without these a text would suffer for continuity and clarity and can't call a text.⁵ A text called clarity if there is continuity of meaning. If there is continuity, then we have communication. It is a very important role of opening sentences, organizing sentences and closing sentences in a text. Opening sentences help the reader to understand what he or she going to read and closing sentences help the reader understand the conclusion of what they have read. So a good writing or a good text must have cohesion and coherence as its components. If the text has both of them, it facilitates the reader to understand the information easily. In short, the reader can understand a certain text because it was well arranged.

Based on the description above, it can be realized that cohesion and coherence must always be maintained in every student skripsi background. This is because the skripsi background that has cohesion and coherence will look systematic so that ideas can be conveyed completely and following language rules. This research will examine the cohesion and coherence in the skripsi background of English Education Program in the State Islamic Institute (IAIN) Parepare.

⁴Shahriar, A, & Pathan, H. "*Coherence and the Role of Cohesion in Coherent Texts*". (2012),p. 373

⁵Xhepa Olda. "*The Importance of Accurate Cohesion and Coherence in theText*". (2016),p.316

This problem is interesting to study because it is based on the consideration that many student backgrounds do not have a complete idea so it is very difficult to understand. In addition, this cohesion and coherence is examined to see the use of language in accordance with linguistic rules in terms of meaning. Therefore, the authors are interested in studying the problem with the title “An Analysis of Cohesion and Coherence in the Background of the Skripsi of English Education Program in the State Islamic Institute (IAIN) Parepare.

B. Research Question

Base on the background above, the researcher would like to state the problem as follows:

1. What type of cohesion devices used in the background of the skripsi English Student at IAIN Parepare?
2. How are the students’ competencies in producing coherence at their writing in background of the Skripsi?

C. Objective of the Research

Based on the problem statement of the research above the objective of this study are:

1. Describe the type of cohesion devices used in the background of the skripsi English Student at IAIN Parepare.
2. Infer the students’ competence in producing coherence at their writing in background of the Skripsi.

D. Significance of the Research

The result of this research is expected to be useful information for English teachers, students, and researchers.

1. The teachers

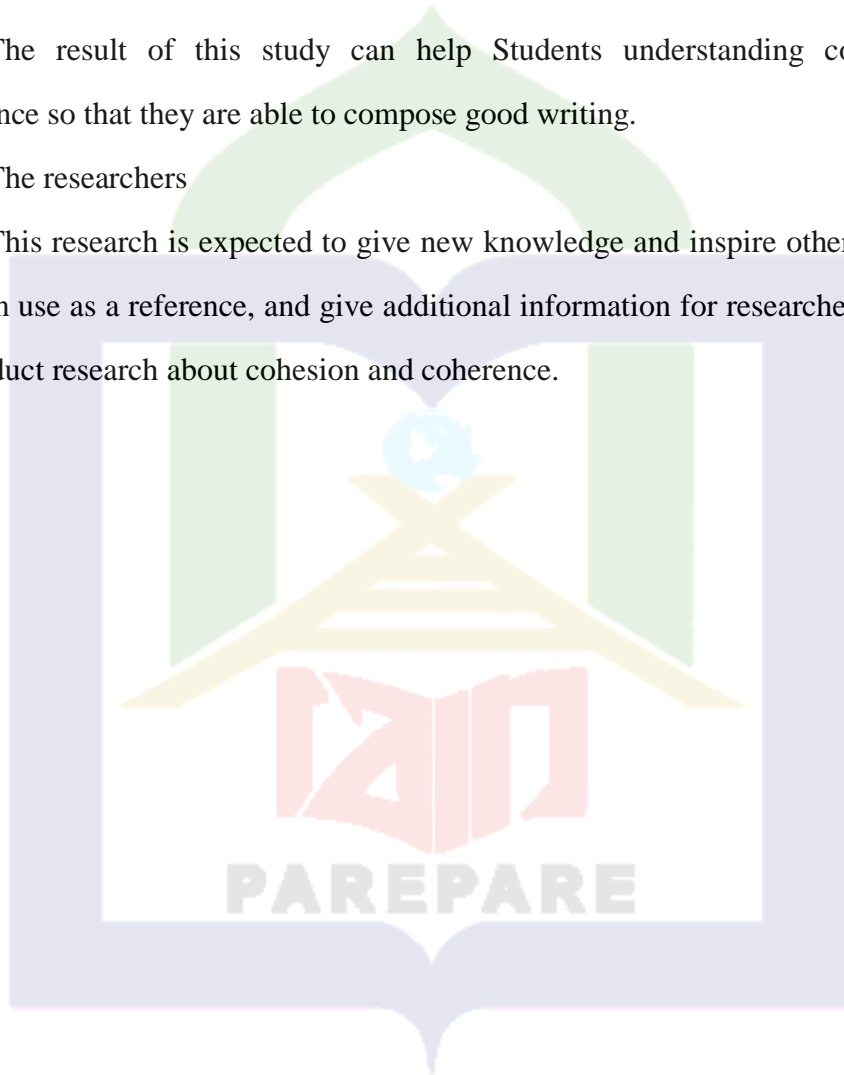
The result of this study is intended to be one consideration for English teachers in applying any strategy or increasing any technique of teaching English, especially cohesion and coherence in writing subject.

2. The students

The result of this study can help Students understanding cohesion and coherence so that they are able to compose good writing.

3. The researchers

This research is expected to give new knowledge and inspire other researchers and can use as a reference, and give additional information for researchers who want to conduct research about cohesion and coherence.



CHAPTER II

REVIEW OF RELATED LITERATURE

This part covers some previous research findings and some pertinent ideas.

A. Previous Related Research Findings

Related to this research, some previous studies are similar or in line with this study. Some of them are;

The previous study has been done by Aryani Medinatul Rofiq'ah (Education and Teacher Training Faculty Walisongo State Islamic University Semarang, 2019) entitled "Grammatical Cohesion Analysis of Students' Essay Writing". This Research aimed to explain the kinds of grammatical cohesion found in the students' essay writing and explain the dominant types of grammatical cohesion most used in students' essay writing. The researcher concluded that the dominant types used in students' essays writing are reference and conjunction. This study applied descriptive qualitative method. The data collected through documentation and interview.

The second research was conducted by Diah Oktriana (English Education Program Faculty of Education and Teacher Training the State Islamic University Sulthan Thaha Saifuddin Jambi, 2018) entitled "An Analysis of Cohesion and Coherence in Recount Text Made by Students' at Tenth Grade of Senior High School 10 Kota Jambi". This paper focuses on the types of cohesive and coherence devices which are used in the students recount writing. In this research, the researcher analyzing grammatical cohesive device and transition signal as a coherence devices. The finding of this study showed that the grammatical cohesive devices found in the data except ellipsis. In term of coherence devices there are two coherence devices

found in the data, namely transition signal to introduce an additional idea and transition signal to opposite idea. This study was descriptive qualitative method.

Another supporting finding is a research conducted by Mawardi (Fakultas Keguruan dan Ilmu Pendidikan of Gunung Rinjani University, 2014) entitled “An Analysis of the Cohesion and Coherence of the Students’ Narrative Writings in the English Language Education Department of Nahdlatul Wathan Mataram University”. The researcher analyzed students’ narrative writing in term of: (1) the types of cohesive devices used; (2) the types of topical progressions; and (3) the problems of coherence using qualitative approach. The result of this study are: (1) the types of cohesive devices used were reference, substitution (verbal, clausal), ellipsis (nominal, clausal), conjunction, and lexical cohesion; (2) the types of topical progression used by the students were parallel progression (53.2%), sequential progression (27.9%), and extended parallel progression (18.8%); and (3) some problems of coherence identified were the problems with reference, ellipsis, conjunction, lexical cohesion, verb forms, noun, sentence structure, prepositions, and structure of English essay.⁶

From all those previous studies, The three researches above were analyze about cohesion and coherence in writing text. On the contrary, the results of the research are different each other. In this study, researcher investigates cohesion and coherence in the student explanation text in different framework. Researcher uses documentation for collecting the data. Then, the source of data takes from the students’ background of the skripsi of English education program of state Islamic institute (IAIN) Parepare. In this study, researcher analyses the student competence

⁶Mawardi, An Analysis of the Cohesion and Coherence of the Students’ Narrative Writings in the English Language Education Department of Nahdlatul Wathan Mataram University, (*GaneÇSwara*, Vol. 8 No.1, 2014), p. 80

in producing cohesion and coherence at their writing texts on the background of the skripsi of English education program of state Islamic institute (IAIN) Paarepare.

B. Some Pertinent Ideas

1. The Concept of Writing

Writing is considered as a complex skill for language learners since they have to produce a text using English. It takes a long time to master since it takes to study and practice to develop this skill. Writing can define as the ability to express the ideas or deliver the idea thoughts on paper. Andayani stated that writing is a productive skill in which the students can deliver their idea, messages and feeling to readers.⁷ Writing is the activity is not easy to learn by students, because they have to give their idea or feeling to the reader through writing.

2. Skripsi

Skripsi is one of the final requirements for students to be able to get a degree S1 in Indonesia. It is called the final requirement since to be able to take the thesis, the students must have completed or at least close to completing all courses available. The preparation of a Skripsi by students requires a manual so that each thesis can be held accountable for its validity, both scientific methodology and technical writing. Thus, every Skripsi written by students fulfills the requirements as scientific writing.⁸ Research its self is "a process of steps used to collect and analyze information to improve our understanding of a topic or problem".⁹ Nunan provides a research definition that is at least a systematic investigation process consisting of three elements or components: (1) questions, problems, or hypotheses, (2) data, (3)

⁷Andayani, Pipit O., et al. "An Analysis of the Cohesion and Coherence of the Students' Narrative Writings in SMP Negeri 2 Banjar." *Jurnal Pendidikan Bahasa Inggris*, vol. 2, no. 1, 2014.

⁸Saepuddin, dkk. "Pedoman Penulisan Karya Ilmiah" (Parepare. 2013) p. 1

⁹Creswell, J. W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research - 4th ed.* (Boston: Pearson, 2012) p. 3

analysis, and data interpretation.¹⁰ Skripsi is a research report which is carried out based on a certain method on academic problems in accordance with a particular study program. The elements that are usually included in this Skripsi are divided into five chapters. The first chapter contains the background, research problems or questions, objectives, and meaning of the study. The second chapter reviews an overview of the relevant theory. The third chapter is about the methodology which contains research methodology, time and place, data and data sources, instruments, data methods, and data analysis procedures. Chapter four provides findings and discussion and chapter five is conclusions and suggestions.

3. Background of Skripsi

Research background is one of the key aspects that need to be written correctly when composing essays, research papers, and theses. This is the key to introducing the reader to a research topic. The background is different from the introduction. This is part of the research that is written in the introduction.

According to Husein Umar “The background of the research problem contains information about a problem or an opportunity that can be questioned to be followed up through research, including the things behind it”¹¹. Dermawan Wibisono stated that the background to the problem section explains why the research was carried out and what one wants to achieve or know from the implementation of the research. Supporting facts and data must be stated¹².

The conclusion from the opinion above that The background of a research paper is written to clarify the importance and the necessity of the paper in the first

¹⁰Nunan, D. “*Research Methods in Language Learning*”. (Cambridge: Cambridge University Press. 1992), p.3

¹¹Husein umar, *Metode Penelitian dan Aplikasi dalam Pemasaran*. (Jakarta: PT Gramedia Pustaka Umum, 2001) p. 238.

¹²Dermawan Wibisono, *Riset Bisnis*, (Jakarta: PT. GramediaPustakaUtama, 2003) p. 304

place. Why the study and what the basic purpose behind the study are the major questions that are answered through background that is presented in the research. The background is also a tool in the hands of the researcher to prepare a reader for the document who is not familiar with the concepts discussed and also can give information about the issue in the research. Background information is necessary as often a reader is interested in knowing the incidents before the research. It is like the foundation stone of a building upon which the entire edifice later stands.

4. Cohesion and Coherence

a. Cohesion

Cohesion is part of the system of a language. It is a semantic relation between one part of the sentence in the text and some other parts or sentence that is important for interpreting it. Moreover, cohesion also differs from structural resources of discourse. The potential for cohesion lies in the system resources of reference, ellipsis, and so on that are built into the language itself. It is meant that cohesion is clarified through ties in which every one of the text refers to a single instance of cohesion and expressed partly through grammar and partly through vocabulary. That is why there are grammatical cohesion and lexical cohesion. Cohesion helps readers or listeners to understand some missing pieces which are not present in the text but necessary to its interpretation.

Halliday & Hasan stated that the concept of cohesion is a semantic one. It refers to relations of meaning that exist within the text, and that define it as a text. And also Halliday & Hasan state that cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other in the sense that it cannot be effectively decoded except by resources to

it.¹³ They describe cohesion as a semantic concept that refers to relation of meaning existing within a text, not as a structural unit. Therefore, their use of the term cohesion refers specifically to non-structure text forming relations and it often occurs where the interpretation of some element in the discourse is dependent on that of another. Their focus is on the cohesive ties between sentences because they are the only source of textual, while within the sentence there are structural relations as well.

The term of cohesion is familiar in the study of language because the representation of cohesion processes in a text is important. It can be concluded because cohesion is necessary component of a text. The writer gives conclusion that cohesion is semantic relation that has series process that connecting between clauses which give a whole meaning in a clear manner and structured. It refers to the use of linguistic devices to join sentences together. Besides, it is basically the glue that holds a text together and makes the difference between unrelated set of sentences and a set of sentences forming a unified whole.

b. Types of Cohesion

Halliday & Hasan in the book of *Cohesion in English*, classify cohesion into grammatical and lexical cohesion. The grammatical cohesion includes reference, substitution, ellipsis, conjunction.¹⁴ Meanwhile, lexical cohesion includes reiteration and collocation. This is because both of them are determined by two different elements. They are grammar and words. In the lexica-grammatical level, the distinction can absolutely be drawn. The concept of each types of cohesion and its subtypes are as follows.

¹³Halliday & Hasan. *Cohesion in english*. (USA: Routledge, 2013) p.4

¹⁴Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p.6

1) Grammatical Cohesion

Grammatical cohesion is forms of cohesion realized through grammar. This device is related to the internal structure of ties or devices which are used to related words, clauses, and sentences in a text. It is a form 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.

There are four types of grammatical cohesion; there are reference, substitution, ellipsis, and conjunction. These devices are important to the connectedness and unity in both of written and spoken text. So, it is very important to a university student in knowing the kinds and functions of grammatical cohesion which is applied in both of written and spoken text correctly. Every type is explained in this following explanation.

a) Reference

Reference 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 units¹⁵. According to Renkema, Reference concerns the relation between a discourse element and a preceding or following element¹⁶. The referential meaning and the identity or class of things that is being referred are the information that will be taken in the reference case; when the same things enter into passage for the second time, there, cohesion found within the continuity of reference.

¹⁵Ramlan, M. *Paragraf: Alur Pikiran dan Kepaduannya dalam Bahasa Indonesia*. (Yogyakarta: Andi Offset, 1993) p.12

¹⁶Jan Renkema, *Discourse Studies: An Introductory Textbook*, (Amsterdam: John Benjamins Publishing Co, 2004), p. 104.

Reference is divided into 3 types which have different uses. They are personal reference, demonstrative reference, and comparative reference.¹⁷

(1) Personal Reference

Personal reference is expressed by personal pronouns and serves to indicate individual or object in a discourse. It is reference by means of function in the speech situation, through the category of PERSON. The category of personal reference includes:

- (a) Personal pronoun: a pronoun that is associated primarily with a particular person, in the grammatical sense. Example: *Dara is my friend. **She** lend me two interesting book. **She** refers to Dara.*
- (b) Possessive determiner (possessive adjective): a type of function word used in front of a noun to express possession or belonging. Example: *Tomy and Jack are in the bedroom. **Their** mother is cooking in the kitchen. Here, **their** refer to Tomy and Jack.*
- (c) Possessive pronoun: a possessive pronoun is used to show possession, or to point out the person who owns the object. It replaces a noun within a sentence. Example: *We wrote that poem yesterday. Do you like **ours**?* In this sentence, **ours** refers to We.

(2) Demonstrative Reference

Demonstrative reference is reference by means of location, on a scale of proximity. It is essentially a form of verbal pointing. As said before the speaker identifies the referent by locating it on a scale of proximity. It means to refer to a

¹⁷M.A.K Halliday & R. Hasan, *Cohesion in English*, (London: Longman Group Ltd., 1976), p. 37

place of location that people identify. In demonstrative, the word of this, these, that, those, here, there, then and the, is used in demonstrative.¹⁸

Example: A *man* crossed the street. Nobody saw what happen. Suddenly, *the man* was lying there and calling for help. (The *definite* article "*the*" refers to the entire first sentence.)

Doctor foster went to *Gloucester* in a shower of rain. He is stepped in a puddle right up to his middle and never went *there* again.

(3) Comparative Reference

It is achieved through adverbs and adjectives of comparison, which are used to compare similarities or identities between items in a text. Normally, reference items and the antecedent items are co referential. That is, they share a semantic relation whereby the interpretation of an item depends on something else in the discourse. Example: There were two wrens upon a tree. Another came and there were three. Some people eat to live while others live to eat.

b) Substitution

Substitution is a relation within the text body. A substitute is a short of counter which is used in place of the repetition of a particular item. A word is not omitted, but is substituted for another more general word. In addition, Substitution is a replacement of one component by another within a text. Example: which ice cream would you like? I would like the pink one (one is used instead of repeating ice cream).

Halliday and Hasan points out there are three types of substitution: nominal, verbal, and clausal substitution.

¹⁸Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p.38

(1) Nominal Substitution

Nominal Substitution substitutes the noun in the sentence. Commonly the substitutes used are one / ones. Example: The car's price is too expensive. I can only buy the cheaper one.

(2) Verbal Substitution

Verbal substitution substitutes the verb in the sentence. Commonly the verbal substitution is do including the use of does, did, doing, and done. Example: you think Milea already drink, I think everybody does.

(3) Clausal Substitution

Clausal substitution substitutes the clause in the sentence. Commonly the substitute used is so. Clausal substitution consists of so and not. Example: It is going to rain? I think so.

c) Ellipsis

Ellipsis is the omission of a word or a part of a sentence. It occurs when some essential structural elements are omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text.¹⁹ For example, do you have an extra pen, yes I have. This is meant that ellipsis is simply “substitution by zero”, the omission of an item is to avoid the item repetition. The omission would not ruin the quality of the text if the context is obvious for the readers to comprehend. “As ellipsis and substitute are similar, so the subtypes of ellipsis are classified identically to substitution, they are nominal, verbal, and clausal”.²⁰

¹⁹David Nunan, *Introducing Discourse Analysis*, (London: Penguin Group, 1993), p.25

²⁰Halliday, M.A.K & Hasan, R. *Cohesion in English*. (London: Longman, 1976), p. 146

(1) Nominal ellipsis

Nominal ellipsis means ellipsis within the nominal group.³⁵ It is omitting a noun within a noun phrase. Example: “Prof. Ma’ruf[...] he has been a law maker, councilor, MPR member, presidential advisory council member [...] he also a board member of BPIP (Pancasila body).” Jokowi told press conference in Menteng, Central Jakarta on Thursday evening. The two are set to register their candidacy with the General Elections Commission (KPU) in Central Jakarta on Friday morning.

In the text above, the word of *two* is a nominal ellipsis. It refers and omits to the previous sentence, it means that Prof. Ma’ruf and Jokowi. The word of *two* makes the sentence simpler.

(2) Verbal Ellipsis

Verbal Ellipsis refers to ellipsis within the verbal group where the elliptical verb depends on a preceding verbal group. Example, A: have you been working? B: Yes, I have. Here, the omission of the verbal group depends on what is said before and it is concerned with “been working”.

(3) Clausal ellipsis

Clausal ellipsis is the omission of an item within clausal. Example: Who taught you spell? – Grandfather did. It means that, did is a clausal ellipsis. The omission of the verb and the omits complement is “taught you spell”.

d) Conjunction

According to Hidayat, Conjunction joins together sentence and often makes them more compact.²¹ Conjunction are member of small class that have no characteristic form, their function are chiefly as non-moveable structure words that

²¹ Hidayat. An analysis of the grammatical cohesive device of the short story the little match girl by Hans Christian Andersen, (*English Education Journal*, 2016), p.237

join such units as part of speech, phrases, or clauses. There are four kinds' conjunction; additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction. Unlike reference substitution, and ellipsis, the use of conjunction does not instruct the reader to supply missing information either by looking for it elsewhere in the text or by filling structural slots. Instead, conjunction signals the way the writer wants the reader to relate what is about to be said to what has been said before. According to Halliday & Hasan, conjunction consists of four:²²

(1) Additive Conjunction

Halliday & Hasan explain that “additive refers to a type of cohesion that structurally appears and coordinates each other”.²³ The function of additive conjunction is to add information to a sentence using the ties such as and, also, too, additionally, furthermore, etc. the tie can negate the sentence using the ties such as nor, and...not, and...not...either, neither, and...neither, etc. it means that additive depends on the structure of the sentence, and it functions to add the existing information by the virtue of coordination. For example:

(1) For the whole day he climbed up the steep mountainside, almost without stopping. And in all this time he met no one. (2) Camp meals are not great problem. Neither are beds, thanks to air mattresses and sleeping bags. (Researcher's Documentation).

Item “And” in example (1), adds information about the loneliness of the climber climbing up the hill. In example (2), the item “Neither” is a negated additive conjunction. It signals that the beds are also not a problem like the camps meals.

²²Halliday, M.A.K & Hasan, R. *Cohesion in English*. (London: Longman, 1976) p.238

²³Halliday, M.A.K & Hasan, R. *Cohesion in English*. London: Longman, 1976) p.224

(2) Adversative Conjunction

Adversative conjunction is conjunction which moderates or qualifies the information in the following sentence of a text with the information in the preceding. For example: but, though, yet, however, on the other hand, etc. Example: all of the figures were correct, they'd been checked. Yet the total came out wrong.

(3) Causal Conjunction

Based on Halliday & Hasan the function of causal conjunction is to express the sentences relationship between the cause and the result.²⁴ The causal relation includes result, reason, and purpose to form a cohesive chain. It means that causal conjunction represents one of clause becomes the cause and the rest is becomes the result. The ties such as so, the, for, because, for this reason, as a result, in this respect, etc., are used to perform this function.

For example: (1) For the whole day he climbed up the steep mountainside, almost without stopping. So by night time the valley was far below him.

The second sentence in example (1) Is the result of the first sentence and the device “So” is used to signal this cause and result relationship.

(4) Temporal Conjunction

Its function is to give a sequence or a time for something to happen. They are then, until then, next, afterward, subsequently, first, after that, after that, on another occasion, in conclusion, an hour later, finally, at last. In a sentence it can be like in this following: The weather cleared just as the party approached the summit. *Until then they had seen nothing of the panorama around them.*

²⁴Halliday, M.A.K & Hasan, R. *Cohesion in English*. (London: Longman, 1976) p.256

2) Lexical Cohesion

Lexical cohesive devices refer to the role played by the selection of vocabulary in organizing relation within a text. It does not deal with grammatical and semantic connection but with the connection based on the words used. It occurs when two words in a text are semantically related in some way; they are related in terms of their meaning.²⁵ There are two major categories of lexical cohesion are reiteration and collocation.

a) Repetition

This is the repetition of a lexical item, or the occurrence of a synonym of some kind. For example: word 'famous' which has the same meaning with the word 'well known'. Example: Cristiano Ronaldo is famous artist in Spain. He is well known for his reputation in playing football.

b) Collocation

Collocation is the way in which words are used together regularly. Collocation refers to the restriction on how words can be used together, for example which prepositions are used with particular verbs, or which verbs and nouns are used together.²⁶ For example: the word „male“ is the antonym of „woman“. „Love“ is the antonym of „hate“, „girl“ is the antonym of „boy“. Example: I love cat because it is very cute. But, my mom's hate it.

²⁵David Nunan, *Introducing Discourse Analysis*, (London: Penguin Group, 1993), p.28

²⁶Gerot Linda and Wignell Peter, *Making Sense of Functional Grammar*, p.177

c. Theory of Coherence

The term ‘coherence’ is regarded as the link in a text that connects ideas and makes the flow of thoughts meaningful and clear for readers.²⁷ The definition came from Halliday and Hasan’s coherence refers to the elements internal to a text which consist of cohesion and register.²⁸

Pearson, Roland & Speek, Barry Pennock states that coherence is an umbrella term for many aspects, such as the sequencing of events covered in the text, completeness of the actions or concept laid out in it and whether the text conformsto what we would expect from a piece of writing belonging to a given genre.²⁹

Enkvist defines coherence as “the quality that makes a text conform to a consistent world picture and is therefore summaries able and interpretable” and coherence is primarily related to the nature and property of the text.³⁰ Like Enkvist, Brown and Yule believe that coherence depends primarily on the interpretation of linguistic messages. Enkvist distinguishes between two types of semantic connection: (1) connection through cohesion in the surface level and (2) connection through coherence in the profound level.

In composing a good paragraph, coherence is one part that should be there inside it. Coherence means that all of the sentences are connected in a paragraph. It can be connected to transition (words and phrases), reference of pronouns, and repetition of keywords and phrases. Transitional words and phrases are also called

²⁷Castro, C.D. Cohesion and the Social of Meaning in the Essay of Philipine College Students’ writing in L2/English.(*Asia Pacific EducationReview*//5, 2004) 215-225

²⁸Halliday, M, A., &Hasan, R.*Cohesion in English*. (London: Longman, 1976), p.23

²⁹Pearson, Roland, and Speek, Barry Pennock. Coherence in English Essay Written by Non-Native Students of Sociology.(*Quarders de Filologia Estudios Linguistics. Vol. X* , 2005) 261-278

³⁰Enkvist, N.E. Seven Problems in the Study of Coherence and Interpretability. In U. Connor and A.M. Johns (Eds.), (*Coherence in writing: Research and Pedagogical Perspectives*, 1990), p. 11-28.

signal words that lead the reader through sentences and paragraphs. The use of pronouns is useful but the writers must know how to use pronouns appropriately to avoid confusion and ensure coherence.³¹ Pronouns can be used to replace nouns that have previously been mentioned once or several times. The repetition of keywords is used in such a way that the keywords that are related to the central idea to establish coherence. To build coherence in a paragraph, it must be arranged in a logical order. Logical order means that each point should be linked to the previous and the following points in a paragraph.

d. General Concept of Coherence

To understand the concept of coherence, the important point is to define coherence as stated above. Coherence refers to how the parts of a piece of writing are linked together to form a whole –the extent to which it is perceived to “hang or link together” to form an integrated whole rather than being a set of unrelated sentences.

Bain first examined the concept of coherence in consonance with the notion of the paragraph. He defines paragraph as a “collection or series of sentences with the unity of purpose or with the comparative closeness of relationship”.³² Mc Crimmon supports Bain’s idea about coherence and states that a coherent paragraph has sentences that are woven together or flow into each other. He argues that “if a paragraph is coherent, the reader moves easily from one sentence into the next without feeling that there are gaps in thought, puzzling gaps, or point out made. By those definitions, it can be concluded that coherence leads the reader to understand what the text about and it makes them continue their reading since they do not have any confusing feeling in understanding the text.

³¹Sarah Andersen. “Pronouns: Cohesion within Paragraph”, (<http://www.sjsu.edu/writingcenter>) (accessed on September 29, 2020)

³²A, Bain. *English Composition and Rhetoric: A Manual* (London: UK: Longman, 1866).

e. The Ways to Achieve Coherence in Writing

According to Oshima and Hogue, there are 4 ways to achieve coherence such as using transition signals, using consistent pronouns, using a repeat of keywords, and arrange the ideas in logical order in which those elements should be there to achieve coherencies.³³ Those elements will be explained as follow:

1) Using Transition Signals

a) Definition of Transition Signals

Transition is the words or phrases used to connect one idea to the next in paragraphs. It is used to help the readers understand the significance of the main idea to the next idea. Transition words give a paragraph coherence to demonstrate writing skills. Transitions show the relationship within a paragraph (or within a sentence) between the main idea and the supporting ideas.³⁴

Transition signals are usually placed at the start of sentences; however, it may also appear in the middle or end of sentences. It is always separated from the rest of the sentence by commas. Furthermore, it does not need to use transition words in every sentence in a paragraph; however, good use of transition words will help to make the relationship between the ideas in writing clear and logical.

b) Types of Transition Signals

There are the types of transition signals for general use provided by the function of its transition signals, present as follow:

³³Alice Oshima -Ann Hogue. *Writing Academic English*. (California: Addison Wesley Publishing Company, 2006), p. 22.

³⁴Aprilliya, MimidAnggi, A Degree of Strata 1 Thesis: "The Students' Ability of Building Coherence and Unity in Argumentative Writing in English Education Department of UIN SunanAmpel Surabaya" (Surabaya: UIN SunanAmpel Surabaya, 2016), p. 8.

Table 2.1 Kinds of Transition Signals for General Use

TRANSITION SIGNALS FOR GENERAL USE	
To show addition	and, also, besides, further, furthermore, in addition, moreover, afterwards, next, too, first, second, above all, etc
To give example	for example, for instance, to illustrate, in fact, specifically, occasionally, usually, frequently, mainly, significantly, indeed, first of all, etc.
To compare	also, in the same manner, similarly, likewise, at the same time, like, in the same way, etc.
To contrast	but, however, on the other hand, in contrast, nevertheless, still, unfortunately, even though, on the contrary, although, yet, conversely, nonetheless, notwithstanding etc.
To summarize or conclude	in other words, in short, in summary, in conclusion, to sum up, that is, therefore, etc.
To show time	after, as, before, next, during, later, finally, meanwhile, then, when, while, afterwards, simultaneously, immediately, earlier, presently, formally, now, after a while, in the past, last, etc.
To show place or directions	above, below, beyond, farther on, nearby, opposite, close, between, to the left, among, here, there, underneath, on top of, next to, behind, etc.
To indicate logical relationship	if, so, therefore, consequently, thus, as a result, for this reason, since, etc.
To show cause or reason	because, since, for, etc.
To indicate result	Therefore, for that reason, consequently, as a result, as a consequence, then, thus, so, hence, etc.
To show concession	No doubt, doubtless, doubtlessly, surely, granted that, certainly, I admit, naturally, after all, admittedly, I concede, one must concede, etc.
To show repetition	Again, as has pointed out, as I have, as I have pointed out, mentioned, to repeat, recapitulate, in other words, once again, in fact, indeed, etc.

The transition signals above are used to show how one idea is related to the next idea. In using the transition signals, the writer should pay attention to which transition signal that will be used to link the idea because it has different functions. For example, if the writer wants to show the contrast opinion, they may use on the other hand, on contrary, or what else. They do not allow using in the same manner or at the same time, because it indicates to show the comparison. In short, it should be used in the right way and the right function to fit from one idea to another idea.

2) Using Consistent Pronouns

a) Definition of Pronoun

A pronoun is a word that takes place of a noun in a sentence. In short, the pronoun is a word that renames nouns and noun phrase which can connect one sentence to the next to guide the reader through a paragraph. Common pronoun in the English language include he, she, it, they, we, I, you, that, this, who, and which. Using pronoun adds some variety to a sentence. It means that the writer does not need to repeat the same noun over and over. Besides, using pronouns properly means making clear to what the pronoun refers to.

b) The Way to use Pronoun in Writing

Pronouns are useful in several ways, but the writer must know how to use pronouns appropriately to avoid confusion and ensure coherence. Pronoun can help the writer avoid repeating a noun monotonously that can be used to replace nouns that have previously been mentioned once or several times. Pronoun can also help readers track essential sentence elements. If the readers have verbal cues to follow-pronoun and transition-they can forge connections between information in the paragraph to trace a unified sequence of ideas. When using pronouns in writing, keep in mind exactly who or what it is referring to.

3) Using Repetition of Keywords

a) Definition of Repetition of Keywords

Repeating keywords or phrases helps connect and focus ideas throughout the essay.³⁵ Repetition of the keyword is known as repeating an idea. Repeating an idea can help the writer to develop coherent in writing and also help the reader to stay focused by reminding them (the idea) of the main idea.

b) The ways to use Repetition of Keywords

In this point, the writer can also use synonyms, expressions, or other terms to add some variety in writing but it should be still in the same or nearly meaning. In short, it is allowed as long as it does not change the meaning of the paragraph, and also the topic Repetition also helps the reader remain focused and headed in the right direction. In this part, there is no fixed rule about how often to repeat key nouns (keywords) or when it substitutes the pronouns. It should repeat key nouns instead of using a pronoun when the meaning is not clear.

4) Using the Logical Order

Besides, to use transition signals and repeat to key nouns and pronouns, a fourth way to achieve coherence is to arrange the sentences in some kinds of logical order. The important point to remember is to arrange the ideas in some kind of order that is logical to a reader accustomed to the English style of writing.

Some common kinds of logical order in English are chronological order, logical division of ideas, and comparison/contrast. Those kinds of logical order in English will be explained as follow:

³⁵Jayetta Slawson Natasha & Whitton Jeff Wiemelt. "Coherence" Adapted from The Little Brown Handbook 11th Edition Contributors Dayne, (http://www.southeastern.edu/acad_research/programs/writing_center/handouts/pdf_handouts/coherence.pdf) (accessed on September 30, 2020)

- a) Chronological order is an order by the time-a sequence of events or steps in a process. For example: after the car broke, while we wanted to continue toward town, it was at that moment, etc.
- b) Logical division of ideas, a topic is divided into parts, and each part is discussed separately.
- c) A comparison/contrast paragraph, the similarities and/or differences between two or more items are discussed. Making paragraphs more chronologically is important for the writer because it can make the writer easy to arrange the ideas. It is also needed to reduce the ambiguity of the text.

f. Coherence in Writing

Coherence is the quality of sequence paragraphs as important features of a well-written text that should be considered in writing a text. It determines that the sentences connect in a logical order and they work together to develop the main idea in the paragraph. Thus, the researcher concludes that coherence is a logical arrangement of the sentences in making a paragraph. The sentences must be connected to build the coherence in the paragraph. Each sentence should flow smoothly into the next one. It shows that the connection of the sentences in a paragraph should be connected logically to avoid the jumping of ideas.

Meanwhile, coherence is to bring several related ideas together around a central theme and in an organized manner. It means that coherence in a paragraph or text only develops the topic by connecting the sentences. The writers should make the idea related to the topic by making relations in the sentences logically in the paragraph. So, the coherence can be achieved in the paragraph or text.

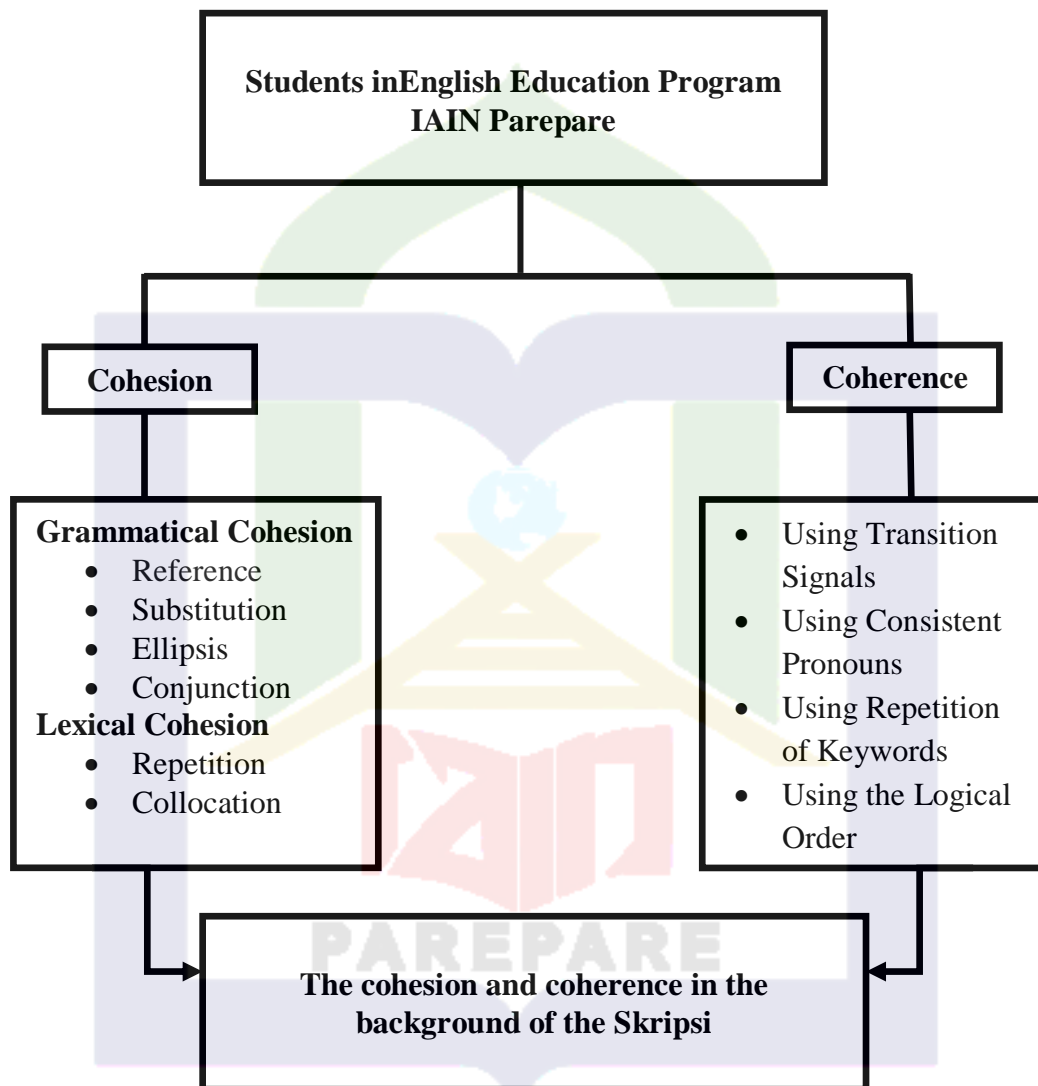
g. Operational Definition

Conceptual review in research is the relationship between concept one and other concepts of the problem to be studied. In addition, conceptual information in various languages can be used to explain the topics to be examined. Including the conceptual in this study as follows:

- 1) Cohesion is creating sentence to sentence and paragraph to paragraph connected to each other, so basically is everything has to stick together.
- 2) Coherence is a more general idea of clarify and create unified whole of writing piece essay, letter, and thesis. Does not matter what you are writing all the ideas have to work together to create a big picture and it is must logically to the reader.
- 3) Background of skripsi is one of the key aspects that need to be written correctly when composing essays, research papers, and thesis. It is mean to give information about problem or an opportunity who wants to achieve or know from implementation of the researcher.

C. The Conceptual Framework

The conceptual framework of this research is presented on the following chart.



Based on the conceptual framework design, giving a point of diagram which research looking for the cohesion and coherence in the background of the skripsi students' in English education program IAIN Parepare.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In the research, the researcher used a descriptive qualitative method. The qualitative method is using sentences to analyze the data, and the method of qualitative research as a research procedure that produces descriptive data in the form of words (can be oral to religious, social, cultural, philosophical research), notes related to meaning, value, and understanding³⁶. The data taken from *skripsi* is not all part of *skripsi* but only in the background of study. This research is categorized into descriptive research because the goal of the research is to infer the cohesion and coherence found in essays made by Student University. The researcher used qualitative research means the data tends to be in the forms of words than series of number.

B. Location and Duration of the Research

This research was conducted at the State Islamic Institute (IAIN) Parepare by focusing on the background of the *skripsi* of English education program of State Islamic Institute (IAIN) Parepare. Then the duration of this research needed more time on collecting all data accurately. The data needed to make this study reasonable and acceptable.

C. Subject of Research

The subject of this researcher chose the students' background of *skripsi* in academic year 2019. The sources of data in this study were the *skripsi* made by the

³⁶Kaelan, *Metode Penelitian Kualitatif Interdisipliner Bidang Sosial, Budaya, Filsafat, Seni, Agama dan Humaniora*, (Yogyakarta: Paradigma, 2012), p.5

English Department students which were taken from The State Islamic Institute (IAIN) Parepare library. The data of the study were the skripsi made by Students`.

D. Focus of Research

The main focus of this research was to find out the cohesion and Coherence in the Background of students' Skripsi. Background is the important element of research writing. Simply, in the Background was explained about the fundamental reason why the research is done and what's something that needs to be achieved. So it's important to write down the complete and clear sentences in background to help the reader understand about the researcher intention of doing the research. Cohesion and Coherence are the elements that can take a role to build a good writing.

Based on the conceptual framework design, cohesion consisted of two types such as grammatical cohesion and lexical cohesion. In this research, the researcher focused on analyzing the cohesion and coherence in particular. In cohesion devices, the grammatical cohesion itself is consist reference, substitution, ellipsis and conjunction. In the lexical cohesion itself is consisted repetition and collocation. However, the researcher only wants to take the overall cohesion such as reference, substitution, ellipsis, conjunction and repetition which is commonly used in student backgrounds of skripsi. In Coherence of background of students' skripsi, the researcher focused on analyzing the elements to achieve the Coherence such as using transition signal, using consistent pronouns; using a repeat of keywords and using the logical order.

As conclusion, the researcher wanted to find out whether students were able to produce good cohesion and coherence in writing down the background of Skripsi.

E. Instrument of the Research

A research Instrument is a tool or facility that is used by the researcher to collect the data for the research that easily get netter, complete, and systematic results. In this research, the instrument used documentation. Burns states that “documents are readily and accessible source of data which helps researchers to complement other observations by building a richer profile of the classroom or the institutional context for the research”. Documentation is used to get information about Cohesive and Coherence of the background. The data are taken from the students’ documents. The students’ document here was their background skripsi. In this research, the researcher collected the data of the skripsi made by the English Department students which were taken from The State Islamic Institute (IAIN) Parepare library.

F. Procedure of Collecting Data

These below steps were some procedures that writer used to collect data;

1. The researcher took 10 Skripsi of the year 2019 from English Education program in the Library that would become the samples.
2. The researcher was Reading the paragraphs from the background of the study of skripsi that analyzed carefully.
3. The researcher determined the paragraphs in the background of the study of the skripsi.
4. The researcher Picked up and analyzed cohesion and coherence in Students' Writing in the background of the skripsi.

G. Technique of Data Analysis

This research used qualitative data, so it was analyzed by using the technique of analysis of descriptive qualitative. The analysis of descriptive qualitative given

predicate to researched variable according to real condition. The analysis is based on Mayring.³⁷

1. Categorization

Categorization is the process of selecting each unit that has similarities to determine the relevant material from the texts, it has to be an explicit definition, and theoretical references can be useful. Hence, the data is categorized into cohesion and coherence.

2. Abstraction

Abstraction means formulating a general description of the research topic through generating the categories. It shows how specific or general the categories have to be formulated.

a) Coding the text

To begin the coding, the researcher read the texts from the beginning, line by line, and checks if material occurs that is related to the category definition. All other materials are ignored within this procedure. The researcher had to code the passage which fits with the categorization. It is aimed to facilitate the researcher is looking for the needed data.

b) Results

This step involves making sense of the themes or categories identified, and their properties. In this stage, the researcher made the inferences and presented the reconstructions of meanings derived from the data. The researcher describes the results of the properties and dimensions of categories and abstraction. Then, identify the results based on the research questions.

³⁷Philipp Mayring, *Qualitative Content Analysis*. (Austria: Klagenfurt, 2014). p. 82

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This section presents the data which have been collected in analysis the data taken from students' background of skripsi. It describes the result from what the writer used to collect the data while reading words, phrases and sentences in each paragraph. This part consists of two parts such as findings and discussion.

The data presented and described here are based on the analyzing done on Wednesday, March 17th, 2021. The researcher has taken 10 background of skripsi. The focused of this research about cohesion and coherence in students' background of skripsi while drawing conclusion and making the table findings.

A. Findings

1. The type of cohesion devices used in the background of the skripsi English student at IAIN Parepare

The findings below describe types of cohesion used by students in the background of skripsi. The researchers collected the data and calculate each of types. Furthermore, the following table shows the data of number of occurrence and percentage types of cohesion used by students in the background of skripsi.

Table 4.1 The Classification of Cohesion

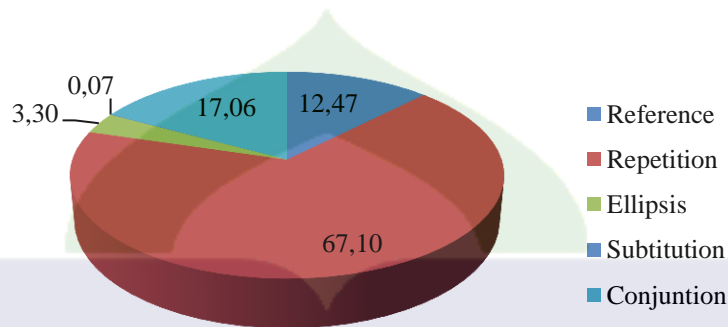
Reg. Number	Type of cohesion					Total
	Reference	Repetition	Ellipsis	Subtitution	Conjunction	
12.1300.136	20	73	4	0	23	120
14.1300.012	16	116	2	0	18	152
14.1300.041	20	109	3	0	29	161
14.1300.049	23	74	5	0	25	127
15.1300.080	9	31	4	0	10	54
15.1300.092	29	107	8	1	24	169
15.1300.108	14	127	1	0	21	163
15.1300.140	10	112	9	0	31	162
15.1300.146	13	118	4	0	31	166
15.1300.153	20	69	6	0	26	121
Total	174	936	46	1	238	1395
(%)	12.47	67.10	3.30	0.07	17.06	100%

The table shows that the number of type cohesion in all background. It indicates that there are 1395 cohesion ties in 10 students' background of skripsi. Cohesion includes 5 categories types such as reference, repetition, ellipsis, substitution, and conjunction.

Repetition is the most frequent types among all types of cohesion which appears 936 times or 67.10%. The second is conjunction which emerges 238 times or 17.06% and the third position is reference which appears 174 times or 12.47%. It can be seen that most frequent types cohesion used is repetition.

To make the reader easy to understand the number of percentages of types of cohesion in the students' background of skripsi, the research provided it in the following chart.

Types of cohesion



Pie charts above depict the comparison of each types of cohesion used by students' in background of the skripsi. There are five charts representing each type; the use of reference, the use of repetition, the use of ellipsis, the use of substitution and the use of conjunction. Of the fifth types of cohesion above repetition is stands out to be the highest frequency type used by students more often than any others.

2. The students' competence in producing coherence at their writing in background of the skripsi

Coherence is another element of a good paragraph. The Latin verb *cohere* means "hold together". In order to have coherence in writing, every sentence in our paragraph must hold together; that is, the movement from one sentence to the next sentence must be logical and smooth.

The findings below describe how are the students' competences in producing coherence at their writing in the background of the skripsi. The researcher collected the data and analyzing the words phrases and sentences which has been written in the background of skripsi. Furthermore, the following table shows the data of the

number of occurrence and percentage of coherence in the background of skripsi is divided into several levels as shown as follows:

Table 4.2 The classification of Coherence

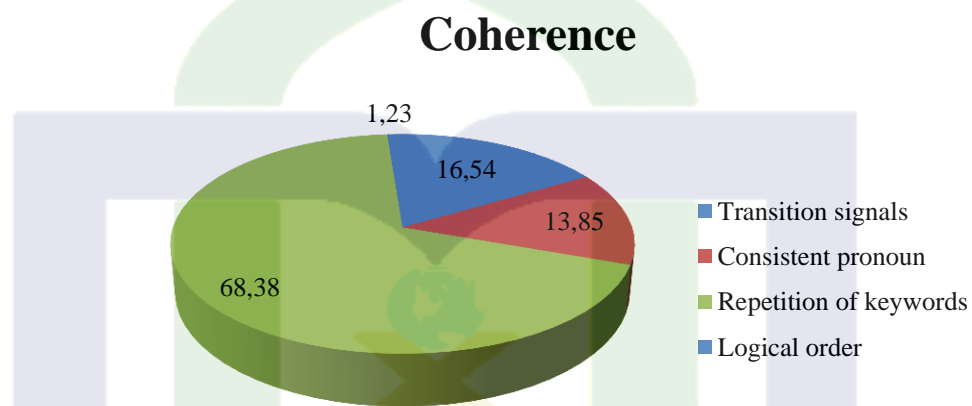
Reg. Num	Coherence				Total
	Transition signals	Consistent pronoun	Repetition of keywords	Logical order	
12.1300.136	15	16	46	1	78
14.1300.012	12	9	68	1	90
14.1300.041	17	15	57	1	90
14.1300.049	10	15	48	1	74
15.1300.080	6	8	19	1	34
15.1300.092	14	12	64	1	91
15.1300.108	16	10	67	1	94
15.1300.140	14	5	70	1	90
15.1300.146	15	11	67	1	94
15.1300.153	16	12	52	1	81
Total	135	113	558	10	816
(%)	16.54	13.85	68.38	1.23	100%

Illustrates that there are 816 coherent in the 10 background of skripsi. All the coherent types appear. Coherence divided the types into 4, there are: using transition signals, using the consistent pronoun, using repetition of keywords and using the logical order.

Repetition of keywords is the most frequent type among all types of coherence. It appears 558 times, or 68.38%. The second level is transition signals

which occurs 135 times, or 16.54%. While using consistent pronoun emerges 113 times, or 13.85% and the last is logical order which occurs 10 times, or 1.23%. Logical order is the less frequent type of coherent.

In order to make the reader easy to understand the number of percentages of types of coherence in the students' background of skripsi, the researcher provided it in the following chart.



B. Discussion

1. The type of cohesion devices used in the background of the skripsi English student at IAIN Parepare

Based on this research, the objective of research were based on the result of data analysis, the researcher had analysis the type of cohesion in students' background of skripsi. The types of cohesion in students' background of skripsi founded 1395 cohesion ties in 10 students' background of skripsi which are there five type of cohesion such as reference, repetition, ellipsis, substitution and conjunction.

The discussion below is presented based on findings before; the highest frequency of the used was repetition. They appeared in all of students' background of skripsi. It showed by the total appeared there were 936 times or 67.10%. This fact

indicated that the students mostly have lower vocabulary to determine sentences in the background of skripsi. The intentions are made from one to another aim mostly through vocabulary than grammar.

a. Reference

As mentioned before that reference is the most frequent type of cohesion after conjunction. It appears 238 times or 17.06%, of total occurrences of cohesion ties. However, reference is in the first rank in type of cohesion. possible factor thought to have contributed to the highest percentage of reference in this research include the nature of background of skripsi require the students to write about what they think or what ideas need to be put out in background of skripsi. Therefore, reference were much used in the background of skripsi because in a background of skripsi to be found personal pronoun to indicate individual or object in a research through the category person such as “i, you, they, we, she, he, it, me, us, her, him, them, my, your, our, his, their, its, this, that, these, those, there, even the”

As an example of a reference “them” can be found below:

“Emotional intelligence involves being aware of our emotions and how we react to **them**” (Background from 12.1300.136)

Based on the **bold** "*them*", It is clear that is reference device in which the word "them" refers to "our emotions". From such point, we know that the word of "them" is a "personal pronoun" which indicates individual/object. However, students are not aware the functional of "them". Students just know that the word of "them" it serves as a "personal pronoun" but are not aware of other functions as cohesive devices.

b. Repetition

As previously mentioned, repetition is the highest type of cohesion that appears 936 times or 67.10%, of total occurrences of cohesion ties.

This finding implied that the students still repeated the similar words or phrases to create cohesion in their background. One possible interpreting is that students, when they wanted to emphasize a particular idea or term, they kept repeating the same words. It can be said that the most students did not make efforts in picking up words. They have difficulty in memorizing words, but were not committed to working out solution. Even those students just copying words from other journals who has taken. The lack of commitment to learning of words might have resulted in a limited vocabulary.

Although repetition is the easiest relation for readers to understand the sentences in the text. Because they do not need to use the structure or the context to understand the meanings. However, students also have to improve their vocabulary so there is no repeated the similar word in their background

An example of a repetition can be found below:

“In the current era of globalization, **education** is matter of great concern. **Education** has a role in shaping the good or bad of the human person. Without **education** humans cannot develop, advance, prosper and be happy in accordance with the purpose of a good life. The process of development and human **education** are not only influenced by the educational processes that exist in the formal **education** system, but also depend on **education** that is outside the formal environment. Therefore **education** is very important in the lives of people, nations and countries in shaping a better generation in the future. (Background from 15.1300.140)

From example above, the writers use the same word in order to ease the comprehension for the readers. By using the same words, the readers will easily expect the topic that is being written.

c. Ellipsis

Ellipsis is involves a deletion of a word, phrase, or clause. it is the omission of parts of a sentence when they can be presumed from what has already taken place in the next.

Ellipsis is described as a form of substitution in which the original item is replaced by zero. It is mean something omission of word phrase in sentence. Ellipsis makes a sentence to be simple and short sentences without any less understanding on the sentence. Here was the example on using ellipsis of cohesion devices which found in the background of skripsi made by student, as a followed:

“Learning English pronunciation is not easy, especially for the Indonesia. We know that English in Indonesia is not being primary language or the secondary language. So it will make the Indonesia has some difficulties and problems in learning pronunciation”. (Background from 14.1300.012)

Based on the background above, it found ellipsis that used. (Indonesian has some difficulties and [. . .] problems in learning pronunciation) the punctuation marks parentheses [. . .] is omission of the sentence "Indonesian has some" of that the sentence actually is (Indonesian has some difficulties and [Indonesian has some] problems in learning pronunciation).

d. Substitution

In terms of the use of substitution, this kind of cohesion devices was the lowest in used. It implied that the students were not familiar with this type of cohesion. There is only one substitutions occur in students' background of skripsi. This can be caused by number of objects which are limited and the objects of the

research which are only the written pieces of discourse. Due to the fewest occurrences, substitution also becomes the least problematic area of all types of cohesion. The substitutions used by students in background of skripsi are discussed in example below:

“The fact, most of students’ pronunciation ability is still low. They consider pronunciation as the difficult subject since the sounds of words are usually different from their written form. They feel confuse and difficult to pronounce some English words, especially the unfamiliar **one**”. (Background from 15.1300.092)

Text above is an example of substitution. Student use "one/ones" to substitute "English words" of the earlier sentence. it is appropriate because "one/ones" is used to substitute the singular or plural object.

There is only small numbers of substitution used by students. One reason that affects this phenomenon is probably due to the excessive use of references. Substitution is basically has the same function as in reference itself. Therefore, due to the less familiarity of using substitution, students tend to use reference. Although only small numbers of substitution used by students, students adequately master the use of substitution in type of cohesion.

e. Conjunction

Conjunction is the last types of cohesion that we find. Conjunction is the second rank in types of cohesion after repetition. It shows 238 times or 17.06% of total occurrences. Moreover, conjunction is the term used to describe the cohesive tie between sentence and section of paragraph in such a way as to demonstrative a meaningful relationship between them. Conjunction is semantic system where by speaker relate clause in term temporal sequence, consequence, comparison, and

addition. Here were the examples of using conjunction which found in background of skripsi made by students, as followed:

“Language has an important role of human life. People learn many languages to communicate with people from other countries. Learning language especially English is window outside the world. English as the first international language studied in Indonesia. It is studied from elementary school until university. Even some institution used English as compulsory subject **and** use many books in English have spread widely among the people **and** use as reference **and** survey ability English well. In English learning, there are four supporting components such as reading, speaking, writing and listening. Speaking **and** writing involve language production, so they are regarded as productive skills. **On the other hand**, listening **and** reading involve receiving message, so they are regarded as receptive skills.”
(Background from 14.1300.041)

From example of background above, "and" is used to connect activities that are done in the same time. Meanwhile, "on the other hand" is used to indicate a contrary to a reader's and listener's expectation, which derived from what is mentioned before. It is mean that item "on the other hand" in the background above is used to show dissimilarity.

2. The Students' competence in producing coherence at their writing in background of skripsi

a. Using transition signal

Transition signals are words and phrases used to connect one idea to the next in paragraphs or another sentence. Transition signals are usually placed at the start of sentences such as first, in conclusion, and on the other hands. It may also appear i the middle or end of sentences such as and, that is, because, and the last. It is always separated from the rest of sentences by commas.

As previously mentioned, the findings of using transition signals emerges 135 times or 16.54%. It can be concluded that students' ability in the using transition

signal in background of skripsi was good, because based on the table above, almost of the students used transition signal in their background of skripsi.

On this data, the researcher only found the transition signals that used such as the example below:

“Speaking is a productive skill, it is shows the correctness **and** language errors that a speaker makes.” (Background from 15.1300.092)

“**Firstly**, they fell difficult to convey their words to other because they confuse to convey or to say what. **Secondly**, they are shy to speak because of mispronounce words and **thirdly** not confidence. **Finally**, the students are lack of vocabularies. There are many also ways to improve speaking skill or deduct the problem in learning speaking.” (Background from 15.1300.153)

In example above, item **and** used to add idea between the clause, it also acts as clause connectors. **Firstly, secondly, thirdly** and **finally** are used to show the chronological order of idea in the text. That all item on above example is a complements the previous sentence.

b. Using consistent pronoun

Using consistent pronoun is a word that takes place of a noun and pronoun in a sentence. In short, it can help to create paragraph that are easy to read by eliminating wordiness and unnecessary repetition. There are 113 instances of using consistent pronoun in the students’ background of skripsi.

Pronouns are useful in several ways, but the writer must know how to use pronouns appropriately avoid confusion and ensure coherence. Pronoun can help the writer avoid repeating a noun monotonously that can be used to replace nouns that have previously been mentioned once or several times. The pronouns that are used in the background of skripsi in this research involve personal pronouns are such as “it”, “we”, “they”, “them”, and “she”. Relative pronoun is such as “that”. Demonstrative

pronouns are such as “this”, “these”, and “those”. Even possessive pronouns are such as “our”, “their”, and “its”.

Here the example of using consistent pronoun in students’ background of skripsi.

“Language has an important role of human life. People learn many languages to communicate with people from other countries. Learning language especially English is window outside the world. English as the first international language studied in Indonesia. **It** is studied from elementary school until university. Even some institution used English as compulsory subject and use as reference and survey ability English well. In English learning, **there** are four supporting components such as reading, speaking, writing and listening. Speaking and writing involve language production, so **they** are regarded as productive skills. On the other hand, listening and reading involve receiving message, so **they** are regarded as receptive skills.”
(Background from 14.1300.041)

From the example above, the word **it** is personal pronoun which refers to *English*. The words **there** that occur in the sentence is used to represent *English learning*. **They** is acts as object who refers to the four supporting components is like reading, speaking, writing, and listening.

c. Using repetition of keywords

Repetition of keywords helps connect and focus ideas through the essay. Repetition of keywords is known as repeating an idea. It can help the writer to develop coherent in writing and also help the reader to stay focused by reminding them of the main idea.

As previously mentioned, repetition of keywords appears 558 times or 68.38%. It can be meant that through the using of repetition of keywords used by students in background of skripsi still repeated the similar words in the paragraph or sentences.

In this point, the writer can also use synonyms, expression or other terms to avoid repetition. In short, it is allowed as long as it does not change the meaning of the paragraph, and also the topic repetition also helps the reader remain focused and headed in the right direction.

As an example of using repetition of keywords can be shown in this below:

“**Language** is a system of communication in speech and writing used by people of particular country. **Language** is an important part in communication and **language** is sound which is produced, connected between the kinds of sounds. According to American linguist, Jhon B Carrol , in his book entitled “the study of language”, **language** is an arbitrary system of speech sounds or sequences of speech sounds which is used or can be used in inter personal communication by an aggregation of human beings, and which rather exhaustively catalogs things, process, and events the human environment.” (Background from 14.1300.049)

From example above, the writers repeat the keyword of **language** in order to ease the comprehension for the readers and to strengthen the argumentation of the readers. By repetition of the keywords, the readers will easily expect the topic that is being written.

d. Using the logical order

The use of logical order is in the text based on the students’ background skripsi. Logical order help the writers create a paragraph with a clear purpose that is easy for the readers to follow. Logical order categorized into three common kinds, there are chronological order, logical division of ideas, and comparison or contrast paragraph. There is only one instance of logical order in the background of skripsi analyzed in this research; it is comparison or contrast paragraph. Because, it made the writer easy arrange the ideas. It is also needed to reduce the ambiguity of the text.

This shown is example about comparison or contrast paragraph in background of skripsi.

“English Pronunciation is one of the basic skills and plays an important role in learning English. In order to be acceptable in English communication, English students’ should be able to use proper pronunciation. Being able to properly pronounce words can be of critical importance in certain situation. Then, by using proper pronunciation as well, the listener is convenient to understand what the speaker said.

According to Dalton and Seidlhofer, pronunciation is in general term as the production of significant sounds. According to them, sound is significant in two senses.

First, sound is significant because it is used as part of a code of a particular language. So we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense we can talk about pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in contexts of use. Here the code combines with other factors to make communication possible.

Based on the first sense above, pronunciation as the production is defined that the learners have to be aware about their pronunciation to be acceptable in English. Then, pronunciation as the reception is defined that the learners must pay attention to whether the listener understands of what the speaker is spoken.

The ability to communicate in English that support by proper vocabulary and grammar is not enough because if someone conveys a language with the wrong pronunciation, it can lead to misunderstanding in communication. Besides, there is no doubt that knowledge of language structure material is crucial in communication, and they most definitely cannot apply to all situations. Thus, rich vocabulary and knowledge of grammar rules is not essential for being capable of communicating in English.

Pronunciation is the common problem of the students’ in learning English yet the students are not aware that they are lack in English pronunciation. In reality, lack of pronunciation awareness is considered an insignificant problem in English. Kelly in *Teaching Pronunciation: A Course Book and Reference Guide* state that pronunciation is the Cinderella area of foreign-Language teaching, where linguist in Western have studied vocabulary have been much better understood by English learner than pronunciation for the reason mostly the students of English department lack of pronunciation and much concern in vocabulary and grammar.

The lack of students’ pronunciation awareness indirectly influences the ability of students’ to communicate. Many English students’ often face

some difficulties in pronunciation English words; even they are students of English Education Program. As stated on the result of research done by Anggun Kusuma Dewi in Unnes at the sixth semester of English Education Program shows that the students' ability in pronouncing –ed ending is still poor. Based on the analysis, the most difficult type of –ed ending faced by the students was –ed ending with special pronunciation (-ed ending which do not follow the rule). Only 26.5% of them were able to pronounce it correctly. Theoretically, the students may know the rules of pronouncing the words properly, but they are still difficult to pronounce them orally, because English sounds do not exist in their mother tongue. Then, bad pronunciation can result in a failure to convey the message and can cause troubles in communication when they are least expected and welcome even among native speaker.

Pronunciation course is one of the compulsory courses at the English Education Program of IAIN Parepare for the students of English Education Program studies about pronunciation. Although some of students good in English grammar, they are not familiar with sounds in English pronunciation.

Based on the description about the phenomenon of lack pronunciation awareness above the researcher is interested to know the students pronunciation awareness in State Islamic Institute of Parepare especially at the students that have learned about basic concept of pronunciation. To find out the fact, the researcher decided in her research “The Students’ Pronunciation Awareness (a study at the students of English Department State Islamic Institute Parepare).”

From the example above, the comparison or contrast paragraph appear, it focused two ideas as important ideas in the paragraph that is the English pronunciation as the production and pronunciation as the reception which affects students' ability to communicate. So, they can used proper pronunciation as well and make listener is continent to understand what the speaker said. It is mean that, having English pronunciation ability is something that must be mastered because if someone conveys a language with the wrong pronunciation, it can lead misunderstandings in communication.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion was presented in this research are reached to answer the research question. The researcher concludes as follow:

1. The type of cohesion devices used in the students' background of skripsi indicates that there are 1395 cohesion ties in 10 students' background of skripsi. They were divided into 5 types of cohesion, such as reference which found 174 or 12.47% ties, repetition which found 936 or 67.10% ties, ellipsis which found 46 or 3.30% ties, substitution which found 1 or 0.07% ties and conjunction which found 238 or 17.06% ties in students' background of skripsi. It means that most of types of cohesion were used by students in their background of skripsi had good competence in producing cohesion. Because they utilized all the types of cohesion at their background of skripsi except substitution was hardly found
2. The students competence in producing coherence in the background of skripsi showed that the total number of producing coherence are 816 coherent used in students' background of skripsi. All the coherent types appear. Repetitions of keywords appear as the first rank with 558 or 68.38% instances of total occurrences, the second rank is transition signals with 135 or 16.54% instances of the total occurrences. Then, it is followed by using consstent pronoun with 113 or 13.85% instances of total occurrences. And the last position is logical order with 10 or 1.23% instances of total occurrences. This is meant that the students have good competence in producing coherence in the background of

background, because they applied all the types of coherence at students' background of skripsi.

B. Suggestion

The researcher would like to give some suggestion which described as follow:

1 For the teacher

The researcher would like to suggest that using cohesion and coherence in the students' background of skripsi is important. It makes the text can be understood by the readers. Further, the writers should apply the cohesion and coherence at students' background of skripsi.

2 For the English Students

The researcher suggests the findings of this research about cohesion and coherence is important to be included for enrichment of method in teaching writing material. And also the students need to be aware how to write cohesively and coherently and never stop learning and practicing writing a good text.

3 For the other researcher


The next researchers can investigate more than this research has achieved. They can look for cohesive and coherence devices in the different types of text.

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Appendix 1 : Research Instrument

 <p>PAREPARE</p>	<p>KEMENTRIAN AGAMA REPUBLIK INDONESIA</p> <p>INSTITUTE AGAMA ISLAM NEGERI (IAIN) PAREPARE</p> <p>JURUSAN TARBIYAH</p> <p>Jl. Amal Bakti NO. 8 Soreang 911331 Telepon (0421)21307, Faxmail(0421)2404</p>
<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN</p> <p>SKRIPSI</p>	

NAMA MAHASISWA : SURYA A YUSUF HAS

NIM/ PRODI : 15.1300.007/ PBI

JURUSAN : TARBIYAH

JUDUL : An Analysis of Cohesion and Coherence in the Background of the Skripsi of English Education Program in State Islamic Institute (IAIN) Parepare

Instrumen penelitian:

Data Sheets of the cohesion and coherence analysis in students' background skripsi

Notes:

- | | |
|----------------------|----------------------------------|
| 1. A1 : Reference | 6. A6 : Using transition signal |
| 2. A2 : Repetition | 7. A7 : Using consistent pronoun |
| 3. A3 : Ellipsis | 8. A8 : Repetition of keywords |
| 4. A4 : Substitution | 9. A9 : Logical order |
| 5. A5 : Conjunction | |

Name :
 Reg Num. :
 Background

Reg. Number	Paragraph	Number of cohesive ties	Cohesive item	Number of coherent ties	Coherent item	type	Presupposed item
1							
2							
3							

Parepare, 20 April 2021

Consultant

Co-Consultant

Drs. Amzah, M.Pd.
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 Nip. 197904122008012020

Appendix 2. Data Sheets of the cohesion and coherence analysis in students' background skripsi

Notes:

- | | |
|----------------------|----------------------------------|
| 1. A1 : Reference | 6. A6 : Using transition signal |
| 2. A2 : Repetition | 7. A7 : Using consistent pronoun |
| 3. A3 : Ellipsis | 8. A8 : Repetition of keywords |
| 4. A4 : Substitution | 9. A9 : Logical order |
| 5. A5 : Conjunction | |

Name : Ayub
Background : 12.1300.136

Reg. Number	Paragraph	Number of cohesive ties	Cohesive item	Number of coherent ties	Coherent item
12.1300.136	1	21	And There Which Whether Which And Our Them Students Or They It Those Which They And And Those Their Growth And	And There Which Whether Our	13

				Them Students Or They It Those Their Growth	
	2	16	Moral Education Moral Education Or Education Education Itself It Character Education In order to Students Behavior Negative ... other	Moral Education Or Itself It Character In order to Students Behavior Negative	10
	3	15	Character Education Character Education And Education Education Republic of Indonesia This		9

			Curriculum Experience Students And And Moral	Character Education And Republic of Indonesia This Curriculum Experience Students Moral	
4	22		This New Curriculum However Its New Curriculum Meanwhile Education System Indonesia And Curriculum Education In addition Immature Planning New Curriculum Curriculum New Curriculum	This New Curriculum However Its Meanwhile	13

				Education System Indonesia And In addition Immature Planning	
5	13	Minister Education New Morally Curriculum Students Character For Others Students Bullying Students So	Minister Education New Morally Curriculum Students Character For Others Bullying So	11	
6	19	Teacher Cyberbullying When It Students Students ... going ... or home ... immediately Their Teacher They		10	

		<p>Their And Then Students This Students They</p>	<p>Teachers Cyberbullying When It Students Their They And Then This</p>	
7	8	<p>School Students Morality Students Morality Moral Values Students</p>	<p>School Students Morality Moral Values</p>	5
8	6	<p>Research Moral Values Embodied Students Book</p>	<p>Research Moral Values Embodied Students Book</p>	6

Name : Rasda Aras

Background : 14.1300.012

Reg. Number	Paragraph	Number of cohesive ties	Cohesive item	Number of coherent ties	Coherent item
14.1300.012	1	35	Language Component Pronunciation Which Language The way Which Pronounced Speaks Words Language Aspects English It And Pronounce Pronunciation And It Word It Speaking Pronunciation Aspect And They English Speaking Their Pronunciation Their Pronunciation Mastering		18

			English Well	Language Component Pronunciation Which The way Pronounced Speaks Words Aspects English It And word Speaking They Their Mastering well	
	2	55	English English Indonesia Language Or Language So It Indonesia Some And ... problems Learning Pronunciation Problem Learning Pronunciation Indonesia Their The first Learning English The second		26

			<p>Students Students English Their Primary Language It They Pronounce Word Or Letter English Then It English English Pronunciation Material So They Learn English Pronunciation Problems And Make Students Lesson Chart Media Media</p>		
					<p>English Indonesia Language Or So It Some And Learning Pronunciation Problem</p>

				<p>Their The first The second Students Primary They Pronounce Word Letter Then Material Learn Lesson Chart Media</p>	
	3	22	<p>Students Pronunciation Students Difficulties When They Pronounce So Researcher In order to Students Pronunciation English Vowel Students Learn Pronunciation Media Related Color Students Easily</p>	<p>Students Pronunciation Difficulties When They Pronounce</p>	16

				So Researcher In order to English Vowel Learn Media Related Color Easily	
	4	28	Fidel Chart Media Students Improve Their Pronunciation Media Sound Color Students Color ... how to pronounce Pronounce Chart Fidel Shows Sounds English Language Sound Its Color And Each sound Columns Each sound Color	Fidel Chart Media Students Improve	17

				Their Pronunciation Media Sound Color Pronounce Shows Language Its And Each sound Columns	
	5	12	Researcher Chart Media Improve Students Pronunciation English Vowel Tenth Year Student SMKN 1 Parepare	Researcher Chart Media Improve Students Pronunciation English Vowel Tenth Year Student SMKN 1 Parepare	12

Name : Juliana
Background : 14.1300.041

Reg. Number	Paragraph	Number of cohesive ties	Cohesive item	Number of coherent ties	Coherent item
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14.1300.041	1	28	<p>Languages People Language English Language It Studied Until English And English People And And English English Learning There Speaking Writing Language They On the other hand Listening And Reading They Regarded</p>	<p>Language People English It Studied Until And Learning There Speaking Writing On the other hand Listening Reading They</p>
-------------	---	----	--	--

				Regarded	
	2	34	<p>English They Listening Speaking Reading And Writing Listening And Reading Receptive Skill Speaking And Writing Productive Skill These Skills They Reading Based on There Reading And Comprehension And Language Reading And however Reading And Student</p>		<p>English They Listening Speaking Reading And Writing Receptive</p>

				<p>Skill Productive These Skills They Based on There Comprehension Language However student</p>	
	3	16	<p>Reading Reading Students And They ... book ... magazine ... newspaper Reading Skills But It Reading Process Skill Understand</p>	<p>Reading Students And They Skills But It Process Skill Understand</p>	10
	4	25	<p>Reading Reading Students Learning Reading Students</p>		11

			<p>Reading Reading Understand Reading The first Understand The second Read Reading Their And The last Read Reading And Reading Understand Reading Poetry</p>	<p>Reading Students Learning Understand The first The second Read Their The last And Poetry</p>	
	5	20	<p>Teaching Reading English They And Teaching Strategies Students Teachers Students On the other side Difficult Students</p>		15

			<p>And Moreover Teacher Students It Language Learners</p>	<p>Teaching Reading English They And Strategies Students Teachers On the other side Difficult And Moreover It Language Learners</p>	
	6	18	<p>Strategy Students Reading Comprehension Comprehension And Comprehension It It It They Students Reading Comprehension Comprehension And Comprehension Dealing</p>	<p>Strategy Students Reading</p>	

				Comprehension And It They Students Dealing	
	7	18	Murder strategy It Students And Students It Students English Teacher Studetns Reading English It Meaning Students Understand Reading Text	Murder strategy It Students And English Teacher Reading Meaning Understand Text	10
	8	1	Based on	-	-

Name : Kartina dewi
Background : 14.1300.049

Reg. Number	Paragraph	Number of cohesive ties	Cohesive item	Number of coherent ties	Coherent item
14.1300.049	1	15	And		6

		Language Communication And Language Sounds Language Speech Sounds Communication And ... process and ... events Human	And Language Communication Sounds Speech Human	
	2	10	Language They And These And Speaking Skill It Communicate And	Language They And These Speaking Skill It Communicate
			Speaking Language People Communicate Speaking	

	3	17	<p>Communication People And Communicate Their ... feeling ... though ... as well as Their English learning English Communication</p>	<p>Speaking Language People Communicate Speaking Communication And Their English learning English</p>	10
	4	35	<p>Speaking It Learn english Because Learners English Speaking Speaking Learners Learn And Their English They Speaking skill Students Because When They Learning English</p>		18

		<p>They Language Students When They Though They Difficulties Their English Speaking Learning speaking Difficulty Students</p>	<p>Speaking It Learn english Because Learners English Learn And Their They Speaking skill Students When Learning Language Though Difficulties Difficulty</p>	
		<p>And Teachers And Teaching speaking But Speaking skill Students This Method Speaking It</p>		

	5	30	<p>And Script method Students Problem English learning Speaking Students And Students Learning Their And ... make decisions Students And They Their And Their</p>	<p>And Teachers Teaching speaking But Speaking skill Students This Method Speaking It Script method Problem English learning Learning Their They</p>	16
	6	10	<p>Students And His/her Students Important Students And Students</p>		6

			They themselves	Students And His/her Important They themselves	
	7	12	Research Method Improving Students Speaking Skill Students Learning And This Method Research	Research Method Improving Students Speaking Skill Learning And This	9

Name : Yatriani
Background : 15.1300.080

Reg. Number	Paragraph	Number of cohesive ties	Cohesive item	Number of coherent ties	Coherent item
15.1300.080	1	15	Pronunciation And Important But Elements Or		10

			<p>They Pronunciation Pronunciation Pronunciation Communication And Pronunciation He/she Language</p>	<p>Pronunciation And Important But Elements Or They Communication He/she Language</p>	
	2	17	<p>Important English English And Those Pronunciation English And English Pronunciation Itself And ... social lives We Our And Our</p>	<p>Important English And Those Pronunciation Itself We</p>	

				Our And	
	3	10	Pronunciation ... proposal presentation ... negotiation and ... other professional's For Students Pronunciation They Presentations	Pronunciation And For Students They Presentations	6
	4	8	We Essential Elements Students Pronunciation Essential Elements Pronunciation	We Essential Elements Students Pronunciation	5
	5	4	Difficulty Language English Pronunciation	Difficulty Language English Pronunciation	4

Name : Nur Trisina Juniarty
 Background : 15.1300.092

Reg. Number	Paragraph	Number of cohesive ties	Cohesive item	Number of coherent ties	Coherent item
15.1300.092	1	48	It And Speaking It Pronunciation Speaking It Skills Speaking Pronunciation Speaking Skill Message If Language Speaking They ... cannot freely to explore Their ... nothing to say ... the low of participation And ... lack of vocabularies Listener When Speakers Pronunciation That Makes Students They Theirself		23

		<p>It Which Students Pronunciation They Consider Pronunciation Difficult Sounds Their They And Difficult English Words One</p>	<p>It And Speaking Pronunciation Skill Message If Language They Their Listener When Speakers That Makes Students Theirself Which Consider Difficult Sounds English Words</p>	
		<p>Learning And Students Them</p>		

			<p>It Tongue twister Students Understanding Vocabulary Words Tongue twister Help Students Theirself Confident Speaking English Because</p>	
	2	72	<p>It Help Students Speak And This Strategy Students Confident Their Speaking English Tongue twister Advantages Students Their Pronunciation Problems ... helping students Students Problem ... helping students Helping Students ... improving Improving Their ... and allowing students And</p>	

			<p>Students Language Memorize Vocabulary Difficult And Students Through Tongue twister Their Memorizing Method Abilities Memorizing Speaking Words And Tongue twister Students And Teachers And English Methods And</p>		<p>Learning And Students Them It Tongue twister Understanding Vocabulary Words Help Theirself Confident Speaking English Because Speak This Strategy</p>
--	--	--	---	--	---

				<p>Their Advantages Pronunciation Problems Helping Improving Language Memorize Vocabulary Difficult Through Memorizing Method Abilities Teachers Methods</p>	
3	19		<p>Tongue twister Sounds Words But Different Tongue twister This Because Students Pronounce English Words Similar And Sentences Tongue twister Students And English</p>	<p>Tongue twister Sounds Words But Different This Because Students</p>	13

				Pronounce English Similar And Sentences	
4	31	The researcher Students Speaking English Reason Because They Confident They They When They They They They Speaking English And Confidence Speak Their Problem The researcher Research Tongue twister Technique Improve Students Pronunciation Students Smk negeri 2 parepare	The researcher Students Speaking English Reason Because They	20	

				Confident When And Confidence Speak Their Problem Research Tongue twister Technique Improve Pronunciation Smk negeri 2 parepare
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Name : Munira Mukmin
Background : 15.1300.108

Reg. Number	Paragraph	Number of cohesive ties	Cohesive item	Number of coherent ties	Coherent item
15.1300.108	1	9	And English In order to English English Pronunciation Then Proper Pronunciation	And English In order to Pnunciation Then Proper	6
	2	20	And Pronunciation		17

			<p>According Them Sound Significant The first Sense Pronunciation Production Their Pronunciation English Then Pronunciation Defined Learners Listener Understands Speaker</p>		
	3	19	<p>English Proper And Because Pronunciation It Communication Language</p>	<p>And Pronunciation According Them Sound Significant The first Sense Production Their English Then Defined Learners Listener Understands Speaker</p>	15

			<p>Crucial Communication And They Situations Vocabulary And Grammar Essential Communicating English</p>		
				<p>English Proper And Because Pronunciation It Communication Language Crucial They Situations Vocabulary Grammar Essential Communicating</p>	
	4	35	<p>Pronunciation Problem Students Learning English Students They English Pronunciation Pronunciation Problem English Pronunciation Pronunciation Language Teaching Vocabulary</p>		13

			<p>And Grammar Than Pronunciation Grammar And Vocabulary English Learner Than Pronunciation Students English Pronunciation And Vocabulary ... grammar Grammar</p>		
				<p>Pronunciation Problem Students Learning English They Language Teaching Vocabulary And Grammar Than Learner</p>	
	5	44	<p>Lack Students Pronunciation Awareness Students Students Difficulties Pronouncing English They Students English</p>		23

			<p>Education English Education Program Students Pronouncing Ending Students Ending Pronunciation Ending Them Pronounce It Students Pronouncing Words They Difficult Pronounce Them Because English Sounds Their Then Pronunciation And Communication When They And</p>		
					<p>Lack Students Pronunciation Awareness Difficulties Pronouncing English They Education Program Ending</p>

				<p>It Words Difficult Pronounce Them Because Sounds Their Then And Communication When</p>	
	6	16	<p>Pronunciation English Education Program English Education Program Pronunciation Although Students English Grammar They Sounds English Pronunciation</p>	<p>Pronunciation English Education Program Although Students Grammar They Sounds</p>	9
	7	21	<p>Lack Pronunciation Awareness Students Pronunciation Awareness</p>		13

		<p>Students Learned Pronunciation The researcher Her The students Pronunciation Awareness Students English Department State Islamic Institute Parepare</p>	<p>Lack Pronunciation Awareness Students Learned The researcher Her English Department State Islamic Institute Parepare</p>
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Name : Bakri M Alik

Background : 15.1300.140

Reg. Number	Paragraph	Number of cohesive ties	Cohesive item	Number of coherent ties	Coherent item
15.1300.108	1	17	<p>Education Education Humans</p>		6

		<p>... advance ... prosper And ... be happy Good And Human Education That Education But Education Education And</p>	<p>Education Humans And Good Human But That</p>
2	28	<p>Education ... adding insight ... developing potential And ... skills ... to understand And ... to make people People Education Important Teacher And And Teacher Important Developing Students Teacher Their Education Teacher</p>	

			<p>Education Teacher Teacher Competence And Teacher</p>	<p>Education And People Important Teacher Developing Students Their Competence</p>	
	3	26	<p>Pedagogical Competence Ability Students And Learning And Develop Students Potentials They Pedagogic That And And Students This Competency Competencies That Teacher Teaching Determine Learning And Students</p>		17
				<p>Pedagogical Competence</p>	

				Ability Students And Develop Potentials They Pedagogic That This Competency Competencies Teacher Teaching Determine Learning	
	4	25	Professional Competence Competencies That Possessed Teacher Education Professional Competence Competence Ability Teacher Professional Teacher Teacher And Students Professional Competency Abilities That Teacher Their Teaching And	Professional Competence Competencies	

				That Possessed Teacher Education Ability And Students Competency Abilities Their Teaching And	
	5	15	Personality Competence Personality Ability And Students And Their And Developing Personality Competencies And Teacher His	Personality Competence Ability And Students Their Developing Competencies Teacher His	10
	6	7	Social Competence Abilities Teacher And Students		6

			And	Social Competence Abilities Teacher And Students	
	7	17	Professional Teacher Master Implement Competencies Teacher Learning However Students Learning English Teahcer Teaching Students Understanding Students Teacher	Professional Teacher Master Implement Competencies Learning However Students English Teaching Understanding	11
	8	15	Perception Perception Chemical This Perception Humans Ability Process		10

			Information They Then They And ... think to decide They	Perception Chemical This Humans Ability Process Information They Then And	
	9	8	Explanation Researcher Students Perception Professional English Teacher MA PP Nurul Haq	Explanation Researcher Students Perception Professional English Teacher MA PP Nurul Haq	8

Name : Syahrul
Background : 15.1300.146

Reg. Number	Paragraph	Number of cohesive ties	Cohesive item	Number of coherent ties	Coherent item
15.1300.146	1	12	They Education Lecturer		6

			<p>Lecturer And And Lecturers Educators And And And And</p>	<p>They Education Lecturer And Lecturers Educators</p>	
	2	25	<p>Professional Lecturer She/he And Which Learner Learning Lecturer As well as That Learning And Professional And Lecturer Students It And Lecturer She/he Competences English Lecturer Pedagogical Competence</p>	<p>Professional Lecturer She/he</p>	16

				And Which Learner Learning As well as That Students It She/he Competences English Pedagogical Competence	
	3	26	Pedagogical Competence Ability Lecturer Students Learning Which Students And Learning Learning And Students Their That Pedagogical Competence Competency Teacher lecturer Professions And Determine Learning And Students	Pedagogical Competence Ability Lecturer	

				Students Learning Which And Their That Competency Teacher Professions Determine	
4	38	Perception Them ... something Perception That That And That Himself And His And Education Process Learning Students Learning Process Students Perception Something Their Perception Situation ... person Person Students Perception Lecturer Pedagogical Competence Learning Process			17

			<p>Perception Lecturer Students ... motivated ... may not care Learning</p>	<p>Perception Them That And Himself His Education Process Learning Students Something Their Situation Person Lecturer Pedagogical Competence</p>	
	5	41	<p>Lecturer Pedagogical Competence That Students Lecturers Knowledge They Knowledge Students Lecturer Because They It Because Lecturer Sometimes Lecturer Material And</p>		21

			<p>Students Explanation But Student Interest Lecturers Method It Students Lecturer Good Pedagogical Competence Learning Students Perception English Lecturers Pedagogical Competence English</p>		
	6	12	IAIN Parepare	<p>Lecturer Pedagogical Competence That Students Lecturers Knowledge They Because It Sometimes Material And Explanation But Interest Method Good Learning Perception English</p>	8

			IAIN Parepare Improve Lecturers And IAIN Parepare Research Pedagogical Competencies Lecturers Lecturers English		
				IAIN Parepare Improve Lecturers And Research Pedagogical Competencies English	
	7	11	Explanation Researcher Research Students Perception English Lecturers Pedagogical Competence English IAIN Parepare		
				Explanation Researcher Research Students Perception English Lecturers Pedagogical Competence English IAIN Parepare	11

Name : Ramadhan aras
 Background : 15.1300.153

Reg. Number	Paragraph	Number of cohesive ties	Cohesive item	Number of coherent ties	Coherent item
15.1300.153	1	13	That It Students Students Students Speaking Speaking Communicate Students Their Information Their Speaking	That It Students Speaking Communicate Their Information Speaking	8
	2	31	Speaking Students Them So They They They Know They Addition Speaking And ... to send expression ... to do something ... to solve ... to increase Increase		17

			<p>And ... to maintain Speaking Improtant Language Which Students It That Students Information ... to communicate Communicate And</p>	<p>Speaking Students Them So They Know Addition And Increase Improtant Language Which It That Information Communicate And</p>	
	3	11	<p>They Their Because They Convey They Because And Students Speaking Speaking</p>	<p>They</p>	

				<p>Their Because Convey And Students Speaking</p>	
	4	22	<p>Problems And English Improve Students Speaking Students Learning It Learning Through Than Learning Working Groups Students Communication And That Language Learning Three-step interview</p>	<p>Problems And English Improve Students Speaking Learning It Through Than Working Groups Communication That Language</p>	16

				Three-step interview	
			<p>Which And And Researcher LIBAM English Learning Process Especially Teaching Speaking And Members of LIBAM And Their English Difficult Because Them Express They And Their Teaching And Learning english It Techniques Improve Learners Skill Techniques Which Three step interview Researcher Three step interview Because Students Express Their</p>		
	5	40		Which And	26

				<p>Researcher LIBAM English Learning Process Especially Teaching Speaking Members of LIBAM Their Difficult Because Them Express They Learning English It Techniques Improve Learners Skill Which Three step interview Students</p>	
	6	6	<p>Explanation Researcher Research Improving students Three step interview LIBAM Parepare</p>	<p>Explanation Researcher Research Improving students Three step interview LIBAM Parepare</p>	6

Appendix 3: Documentation

Reference : 20 ties
Ellipses : 9 ties
Substitution : 0 ties
Conjunction : 23 ties
Repetition : 73 ties

transition signals : 15 ties. 12.1300.136 (Ayub)
consistent pronoun : 16 ties
Repetition of keywords : 46 ties. 1
log:col order : 1.

CHAPTER I
INTRODUCTION

1.1 BACKGROUND

The problem of moral deficiency and destructive behavior of youth has become a world concern nowadays. There is a little debate of which whether or not we come back to the conventional method of education in which more focusing on moral and character of the students. Emotional intelligence involves being aware of our emotions and how we react to them. Consider how often students quit or get angry when they experience failure or frustration. Now imagine what it would be like if those students developed a growth mindset in which they expected and embraced frustrating emotions and recognized how those emotions can contribute to their growth and improvement.¹

It is totally true that moral education is not something new. Moral education or character education is as old as the education itself. However, it has different challenges for every years and decades. Therefore, the spirit of character education should be renewed and updated in order to protect the students from the negative behavior as resulted from negative influences through the media and other external sources prevalent in today's culture.

Given the importance of character education as abovementioned, the Government of the Republic of Indonesia also sees the essence of character education to be rebirthed and re-implemented in education system within the country. The

¹Leigh Anderson and Donald R. Glover, *Building Character, Community and A Growth Mindset In Physical Education* (Australia: Human Kinetics, 2017), p. 1.

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Appendix 4: Research Allowance

		SRN IP0000220
PEMERINTAH KOTA PAREPARE DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU <i>Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id</i>		
REKOMENDASI PENELITIAN Nomor : 223/IP/DPM-PTSP/4/2021		
Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi. 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian. 3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.		
Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :		
MENGIZINKAN		
KEPADA	: SURYA A. YUSUF HAS	
NAMA	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
UNIVERSITAS/ LEMBAGA	: PENDIDIKAN BAHASA INGGRIS	
Jurusan	: JL. CEMPAKA NO. 5 PINRANG	
ALAMAT	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :	
UNTUK	: JUDUL PENELITIAN : AN ANALYSIS OF COHESION AND COHERENCE IN THE BACKGROUND OF THE SKRIPSI OF ENGLISH EDUCATION PROGRAM IN STATE ISLAMIC INSTITUTE (IAIN) PAREPARE	
LOKASI PENELITIAN : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE		
LAMA PENELITIAN : 05 April 2021 s.d 05 Mei 2021		
a. Rekomendasi Penelitian berlaku selama penelitian berlangsung		
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan		
Dikeluarkan di: Parepare Pada Tanggal : 06 April 2021		
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE		
		
Hj. ANDI RUSIA, SH.MH		
Pangkat : Pembina Utama Muda, (IV/c) NIP : 19620915 198101 2 001		
Biaya : Rp. 0.00		



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1009 /In.39.5.1/PP.00.9/04/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Surya A Yusuf Has
Tempat/Tgl. Lahir : Pinrang, 27 September 1998
NIM : 15.1300.007
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : XII (Dua Belas)
Alamat : Jl. Cempaka No.5, Kel. Penrang, Kec. Wattang Sawitto,
Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"An Analysis Of Cohesion And Coherence In The Background Of The Skripsi Of English Education Program In State Islamic Institute (IAIN) Parepare "

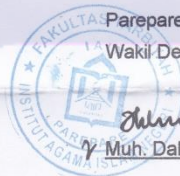
Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 01 April 2021

Wakil Dekan I,



Dahlan 2
Muh. Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN PENELITIAN
NOMOR : B.1132/ln.39.5.1/PP.00.9/04/2021

Yang bertanda tangan di bawah ini,

Nama : Dr. Muh. Dahlan Thalib, M.A
NIP : 19631231 198703 1 012
Pangkat/Golongan : Pembina TK. I/IV b
Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan
dan Kerjasama
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Surya A. Yusuf Has
NIM : 15.1300.007
Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris
Alamat : Jl. Cempaka No.5 Pinrang

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan April 2021 sampai dengan bulan Mei 2021, dengan judul penelitian "**An Analysis Of Cohesion And Coherence In The Background Of The Skripsi Of English Education Program In State Islamic Institute (IAIN) Parepare**".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 27 April 2021

Wakil Dekan I,



Muh. Dahlan Thalib

Appendix 5: Curriculum Vitae

CURRICULUM VITAE



Surya A Yusuf Has is the name of writer. He was born on 27th September 1998 in Pinrang. He is the second child of 2 children in his family. His father's name is H. Ahmad Sabir Has and his mother's name is Hj. Hasna Nyompa. He began his study in elementary school at SD Negeri 6 Pinrang on 2003 and graduated on 2009.

In the same year, he continued his study to junior high school of SMP Negeri 1 Pinrang and graduated on 2012. Then, he continued his study to Senior high school MA Negeri 1 Parepare and graduated on 2015. After finished his study, he subscribed and accepted studying in S1 English Program of Tarbiyah Faculty State Islamic Institute (IAIN) Parepare. On 2021 he completed his thesis in tittle "An Analysis of Cohesion and Coherence in The background of The Skripsi of English Education Program in State Islamic Institute (IAIN) Parepare"

PAREPARE