EXPLORING COHESION IN EFL LEARNER'S UNDERGRADUATE THESIS

A THESIS

**Submitted to English Language Teaching Department Tarbiyah and Teacher Training Faculty Syekh Nurjati State Islamic Institute Cirebon
in Partial Fulfillment of The Requirements of Islamic Scholar Degree Is English Language Teaching Department**

RENI HARLIANI

Reg. Numb: 14121320257

**ENGLISH LANGUAGE TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
SYEKH NURJATI STATE ISLAMIC INSTITUTE CIREBON
2016**

ABSTRACT

Reni Harliani. 14121320257. *Exploring cohesion in EFL learner's undergraduate thesis.*

The research explores about cohesion in EFL learners' undergraduate thesis. Undergraduate theses include IAIN Syekh Nurjati Cirebon Syekh Nurjati and UPI. This research conceives to analyze cohesion in the introduction of the thesis. The important reason of this research is no one who investigates about exploring cohesion in introduction of thesis where beginning idea is comes.

This aimed of research to find types of cohesive devices are used by EFL learners in introduction of thesis and how is the comparison of cohesive device betweenwriters' text 01 and writers' text 02. The researcher investigated their data from the thesis of EFL learner between IAIN Syekh Nurjati Cirebon student writers' text 01 and UPI student writers 'text 02. this research used qualitative research. Explain the qualitative approach that using by researcher is content analysis.

The results of finding had shown clearly that cohesive devices are used by EFL Learner's in introduction of thesis and frequencysuch as: on the Grammatical Cohesion; the researcher found reference in the data 01 with total 143 (21.73%) and data 02 with total 68 (22.29%). Conjunction; data 01 with 95 (14.43%) and data 02 with total 42 (13.77%). And then, on the Lexical Cohesion; the researcher got Repetition; data 01 with total 372 (56.53%) and data 02 with total 175 (57.37%). Synonym in the data 01 with total 19 (2.88%) and data 02 with total 8 (2.62%). Antonym; data 01 with total 2 (0.30%) and data 02 with total (0%). Metonym; data 01 with total 2 (0.30%) and data 02 with total 2 (0.65%). Hyponym; data 01 with total 2 (0.30%) and data 02 with total 0 (0%). Collocation; data 01 with total 23 (3.49%) and data 02 with total 10 (3.27%). So, based on the results of research had been shared a number of cohesive. it should be emphasized that their data presented repetition gets highest frequency, it represent another type cohesive device from the finding researched itself and the lowest are antonym, metonym and hyponym in data 01, but there is no word is identified like them in data 02. Here, the authors are same did not explore substitution an ellipsis.

Furthermore, the comparison is reflected on their paper in introduction of thesis, based on the results of research which is appeared clearly says that the similarities are repetition get high score from another cohesive, reference "the" and "this", substitution, ellipsis, metonym. Meanwhile the differences are synonym, antonyms, and hyponym and collocation.

Key words: Cohesion, EFL learners, thesis, writers' text 01, (data 01), writers'

text 02 (data 02)

RATIFICATION

This thesis which is entitled "**Exploring Cohesion in EFL Learner's Undergraduate Thesis**" Written by Reni Harliani, student number 14121320257 has been examined on August 4th 2016. It has been accepted by broad of examiners. It has recognized as one of the requirements for the Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

	Date	Signature
The Head of English Language Teaching Department Lala Bumela, M.Pd NIP. 19821231 201101 1 011	15-08-2016	
The Secretary of English Language Teaching Department Sumadi, SS. M.Hum NIP. 19701005 200003 1 002	15-08-2016	
Examiner 1 Sumadi, SS, M. Hum NIP. 19701005 200003 1 002	15-08-2016	
Examiner 2 Farouk Imam Arrasyid, M.Pd.I., M.Pd NIP. 19830420 200901 1 009	22-08-2016	
Supervisor 1 Dr. Tedi Rohadi, M.Pd, SE, DipI.TEFL NIP. 19680309 200801 1 017	15-08-2016	
Supervisor 2 Nur Antoni, SS, M.Hum NIP. 19720717 200912 1 001	15-08-2016	
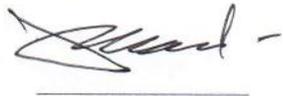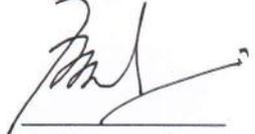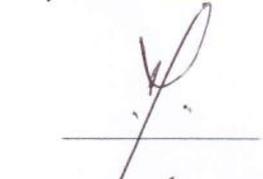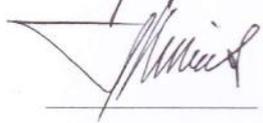
Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty
Syekh Nurjati State Islamic Institute Cirebon
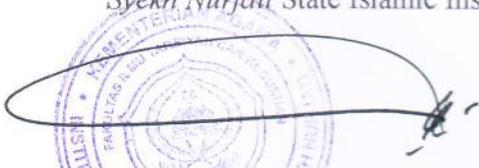
Dr. Ilman Nafi'a, M. Ag
NIP. 19721220 199803 1 004

TABLE OF CONTENT

CHAPTER II TYPE OF COHESIVE DEVICE ARE USED BY EFL LEARNERS IN THE INTRODUCTION OF THE THESIS

CHAPTER III COMPARISON OF COHESIVE DEVICE BETWEEN WRITERS' TEXT 01 AND 02

CHAPTER IV CONCLUSION

BIBLIOGRAPHY

APPENDICES

SK

CHAPTER 1

INTRODUCTION

This chapter introduces and explains about content of research which is started from research background, focus of the study, question of the research, aim of the research, significance of research, previous study, theoretical foundation, researcher method and the last until research system.

1.1 Research Background

Writing is crucial as a medium for communication between writer and reader, writing is important to education achievement, writing is one of the learning requirements for the students to be successful in their study, and writing able to develop an understanding and ability to use language means to write someone will always try to choose the right from of the language and use property anyway.

Writing is very important to use in human life to save the story of his life, as a place to share about feeling, sad or happy that is written in the paper. Then, people can share their story with other. Next, the importance of writing when people forget what people heard, they can see again about their writing that had made previously. And then, when the writer died but usually his writing will stay alive.

Writing is the most important skill in language learning, there is a reason for learning a language in writing and many people learn a language, especially a learner foreign language, because writing as one way to communicate. With writing people communicate more formal, it chooses using word appropriately for creating sentences and use cohesive device to connect between sentences to be easily understood in the paragraph. Written communication is the ability to use the conventions of disciplinary discourse to communicate effectively in writing with a range of audiences, in a variety of modes (Crebert, Patrick, and Cragnolini, 2004: 5).

Cohesion is very essential because characteristics of good writing are structure and cohesion. According to Cynthia A. Boardman (2008) characteristics of good paragraph is cohesion, when a paragraph has cohesion,

all supporting sentences connect to each other in their support of topic sentence, the method connecting sentences to each other are called cohesive devices (Pp. 23). Then, Emi Emilia says that cohesion is largely a grammatical property of texts, but lexical can also play part in linking sentences. So that, cohesion is vital because cohesion has an important role is to help create a sequence of sentences of text into a whole, it will help the reader to easily catch the relationship between sentences and then show the characteristic quality of writing so that the mastery of cohesive devices right is a crucial part of achieving success EFL learner's in writing a thesis. Knapp and Wakins (2005) as cited in Emi Emilia (2014) argue that cohesion refers to devices available to help link information in writing and help the text flow and hold together.

Furthermore, According to Brain Paltridge (200: 131) that cohesion refers to grammatical and lexical relations among different elements of a text. It means that there are two cohesive in cohesion such as grammatical and lexical. And also Richards ex al (1992) as cited in Brain Paltridge (2000) says that the main kinds of lexical cohesion are repetition, synonym, antonym, metonym, metonym and hyponym meanwhile grammatical are reference, conjunction, substitution and ellipsis (P.131).

The researcher chooses a thesis to analyze because every student should complete their last task of education especially in college; it means that student should make a report or thesis. Here, the phenomenon that appear is there are students as researchers read theses especially passage introduction of thesis itself to get information which has similar with their researched but they didn't more attention cohesive device as element of writing. Beside that they feels difficult to use pronoun and they often use conjunction ''and'' more than one in one paragraph so that the result of text does not relevant to read because it is intrude people who read and then if the someone less using conjunction, it will make reader is tried to read or difficult to get meaning when he or she read in passage of long sentence, because not all people can divide sentence is well to get meaning without conjunction. This area is very

important for investigation to find how many cohesive devices were successfully introduced by learner in thesis.

There are many researchers commonly analyzed in teaching writing, improve writing and writing strategies, but this researcher is more interesting to analyze the writing in the form of text results, with analyzing the results of the text, researcher is easily identify cohesive devices to create cohesion in writing. The ability of each EFL in using cohesive devices will be measurable in detail, and this researcher is investigating the results of the text get a more real research to answer the purposes this study.

This research about cohesion is not only one research; there are so many previous research in this area, (Elawita (2012), Nur Hafiz Abdurahman (2013), Ebi Yeibo (2012)). From three previous studies which related with this research that very competent is the paper that has written by Nur Hafiz Abdurahman (2013) unther the title *Grammatical cohesion analysis of students' thesis writing.* This research talks about what are types of grammatical cohesive devices students mostly used in their thesis writing and how these devices create cohesive discourse. And numbers of grammatical cohesive devices used by students are quite varied. However, the researcher focuses her attention on exploring cohesion in EFL learner's undergraduate thesis.

The previous study is different with this research, the research is actually almost the same in terms of this research aim to find out types of cohesion students mostly used in their thesis writing, but the differences in this research is exploring cohesion in EFL learner's under graduate thesis between IAIN Syekh Nurjati Cirebon student thesis' Didik Ahmad Fuadi and UPI student thesis' Fadlillah Hauroni. So the researcher took their data in the different university, for making something different and interesting to read.

There are three reasons why the researcher took the data of the thesis. First, the thesis is a bridge for every EFL learner to show or share his or her ideas in the form of writing, so that researchers can measure the quality of EFL writing itself. Second, the thesis is as a determinant of success to attain a college degree. The last, because the thesis is a prestigious event in the world

in academic, so it attracts the attention of a researcher is to see any cohesion that has been successfully introduced by EFL in writing the thesis.

After that, there are three reasons why does the researcher investigate about cohesion in IAIN Syekh Nurjati Cirebon. First, the research found a writing of lecturer from IAIN Syekh Nurjati Cirebon already publish in international journals, so assume that any university lecturers can make writing published in international journals, lecturer certainly created EFL learners who write competent, and there is in IAIN Syekh Nurjati. Second, the study place is easily reached by many researchers, especially by researchers themselves. The last, no one who is investigate about exploring cohesion in introduction of thesis at IAIN Syekh Nurjati Cirebon. And, there are three reasons why the researcher investigates about cohesion in university of UPI First, one of the top universities and favorites. Second UPI can publish journals internationally. The last, Researcher is easy to take the data by accessing via the Internet.

There are fives criteria for the selection of a thesis in EFL learner's under-graduate thesis:

1) Thesis Analyzed is the property of EFL learners who graduated in 2015 years.
2) Thesis analyzed has a same writing format so that it easier researchers for coding data into categories.
3) The thesis very interesting because new first analyzed by this researcher.
4) The thesis got the highest scores can be accounted for under lecturers in scientific.
5) The Thesis shaped so that could be analyzed descriptively. Contains descriptive because descriptive meant that a findings scientific framework to explain what presence on stages corresponding with the existing findings in the field a research performed.

Based on the statement above, this study tries to analyze exploring cohesion in EFL learner's undergraduate thesis. And then, this research provides or shares the information that will be able to help someone who gets difficult for using cohesive devices with varies.

1.2 Focus of the Study

This study focuses on exploring cohesion such as grammatical and cohesion. Cohesion grammatical consist of reference, substitution, ellipsis and conjunction. And lexical consist of repetition, synonym, antonym, metonym, hyponym and collocation. Cohesion is part of the system of language; the potential for cohesion lies in the systematic resources of reference, ellipsis and so on that is built into the language itself. The actualization of cohesion in any given instance however deepens not merely on the presence of some option from within these resources, but also on the presence of some other element with resolves the presupposition that this up (Halliday and Hasan 1956: 5). Furthermore, according to Elawita (2012), Cohesion is employed either through certain words or phrases (vocabulary) or grammatical elements, Cohesion is one factor which binds the sentences in a paragraph, and one paragraph with another, tightly like a chain it is cohesion.

This research focus on exploring cohesion in EFL learner's undergraduate thesis between IAIN Syekh Nurjati Cirebon student thesis' Didik ahmad fuadi and UPI student thesis' Fadlillah hauroni. Cohesion will help writer to forming elements into a coherent sentence in which the reader will easily find out the relationship with the first sentence of the next sentence. According to Elawita (2012), Cohesion appears at the beginnings of sentences and paragraphs to give a clear and immediate clue to what's coming in the next. It is very interest to research and attracting attention every researcher. So that, the researcher analyzed what type of cohesive devices are used by EFL learner's undergraduate thesis between IAIN Syekh Nurjati Cirebon student writers' text 01 and UPI student writers' text 02, and comparison of cohesive device between from both of them in different university.

1.3 Question of the Research

This question about exploring cohesion in EFL learner's undergraduate thesis, there are:

1) What types of cohesive devices are used by EFL learners in the introduction of the thesis?

2) How is the comparison of cohesive device between writers' text 01 and writers' text 02?

1.4 Aims of Research

However research have two aims of this research, there are:

1) To identify what type cohesive devices are used by EFL learner's in the introduction of the thesis.

2) To identify how is the comparison of cohesive device between writers' text 01 and writers' text 02.

1.5 Significance of the Research

Theoretically, this results of the study will be useful for a researcher who write a thesis as a reference, this exploring cohesion in EFL learner's undergraduate thesis give information about how to analyze what type cohesive devices are used by EFL learners in the introduction of thesis and how to compare cohesive device in writing. Practically, this research is expected to give more information to students to develop their knowledge about the type of cohesive device to improve their understanding for using the cohesive device in good writing to achieve academic success. And then it can be used by the teacher for teaching writing especially about the cohesive device itself.

1.6 Previous Study

This section reviews some previous study that related with this research. Elawita (2012), Nur Hafiz Abdurahman (2013), Ebi Yeibo (2012) Investigations about cohesion. the different of their studies in the design applied, Elawita's design (2012) is descriptive study as the from research, Hafiz Abdurahman's design(2013) is case study as the from research, Ebi yeibo design (2012) is discourse analysis. and also The design is different with previous study that is conducted now, qualitative – content analysis .

Elawita (2012) talks about how accuracy and the ability of students to use cohesion in writing essays of the third-year student majoring in English academic year 2012/2013. In using the proper cohesion, cohesion researchers adjust what should be used by students in writing essays, and cohesion should be adapted to the type of essay made by the students. Researchers found two

types of essays that students use is argumentative essays and discussion essay. The results of this study, researchers found some of the third-year student majoring in English academic year 2012/2013 are still experiencing difficulties and are not able to use the appropriate cohesion in writing essays.

Different with Nur Hafiz Abdurahman (2013) which study about types of grammatical cohesive devices students mostly used in their thesis writing and how these devices create cohesive discourse in student writing thesis. She found students tended to misuse singular pronoun while referencing plural objects or vice versa. And then, numbers of grammatical cohesive devices used by students are quite varied and Student had mastered its use with improperly using only grammatical cohesion tool. However, existing research does not explore substitution and ellipsis.

And then, different with Ebi Yeibo (2012) talk about reflects significant aspects of textual cohesion of the poet and the research have showing shown that J. P. Clark-Bekederemo̎'s poetry under study, reflects significant aspects of textual cohesion. And, how the poet links various words and linguistic patterns in his poems to achieve connected of meaning. He has showed that linguistic devices such as ellipsis, reference, and conjunction, have text-binding value i.e. they can function as agents of cohesion in a text. This confirms position that poetry is discourse, in the sense that it shows how different parts of the text are interwoven to achieve desired results.

It can be seen by the huge gap between percentages of appropriate uses compared to the inappropriate ones. This research is more attention in more the use of substitution and ellipsis to complete missing from previous study which investigated by Nur Hafiz Abdurahman (2013). And also The researcher is not only to complete missing from previous study, but this research explores all cohesion, cohesion grammatical and cohesion lexical in EFL learner's under graduate thesis between IAIN Syekh Nurjati Cirebon student writers' text 01 and UPI student writers' text 02.

1.7 Theoretical Foundation

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. 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 resource to it (Halliday and Hasan, 1956: 4).

When the writer was binning to write, it mean that she make sentence with create cohesion. Emi Emilia explains (2014) that grammatical cohesion is reference, ellipsis, substations, conjunction and lexical are repetition, synonym, antonym, hyponym, metonym collocation.

1.7.1 Grammatical Cohesion

Halliday & Hasan (1976: 6) explains that grammatical is some forms of cohesion are realized through the grammar and others through vocabulary. It means that how to process making text. As Emi Emilia says (2014: 93) a grammatical is property of texts. Here, Halliday & Hasan (1796) divide grammatical into five categorized such as reference, substitution, ellipsis and conjunction.

Figure 1.1 Elements of Grammatical Cohesion (Halliday and Hasan 1976)
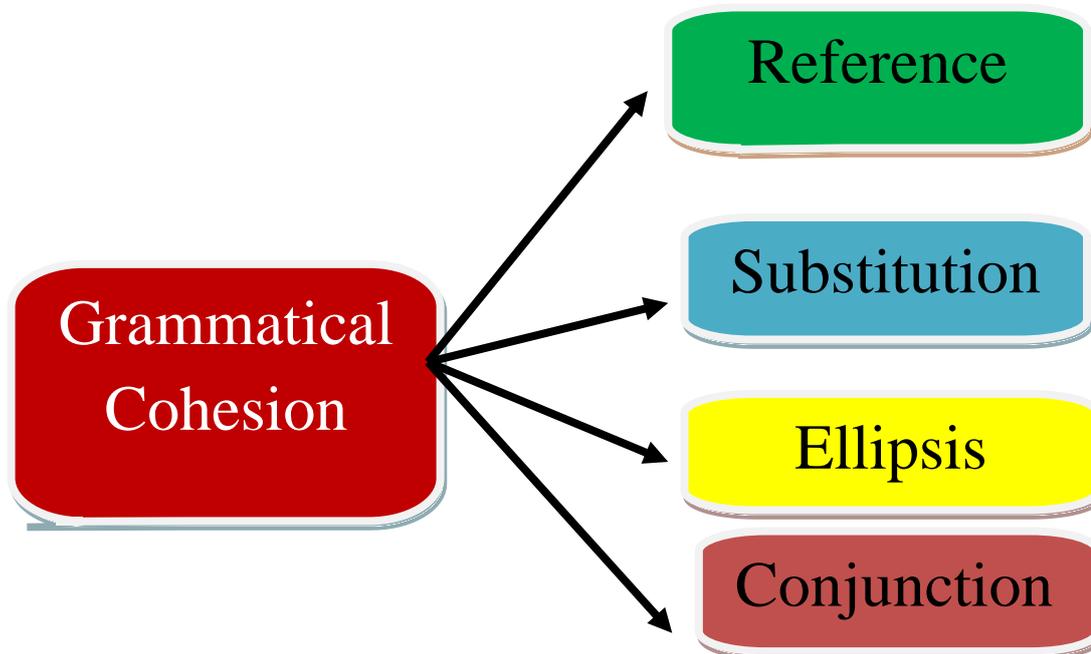
1.7.1.1 Reference

Reference refers to system which introduces and track the identity of participants through text. The commonest presuming

reference items, There are three types of reference: personal, demonstrative, and comparative.

1) Personal reference is reference by means of function in the speech situation, through the category of person.

Table 1.1 Personal References

Semantic category	Existential		
Grammatical function	Head		Modifier
Class	Noun (pronoun)	Determiner	
Person:			
Speaker(only)	I Me	Mine	My
Addressee (s), with/without			
Other person(s)	You	Yours	Your
Speaker and other person(s)	We Us	Ours	Our
other person, male	He Him	His	His
other person, female	She Her	Hers	Her
other persons: objects	They Their	Theirs	Their
object: passage of text	It	(its)	Its
generalized person	One		One's

The category of personal includes the three clauses of personal pronoun, possessive determiners (usually called possessive adjectives) and possessive pronouns. These items are all reference items; they refer to something by specifying its function or role in the speech situation. This system of reference is known as person, where person is used in the special sense of role; the traditionally recognized categories are first person, second person and third person, intersecting with the number categories of singular and plural.

The example of personal reference:

Mr. John is new teacher of English; <u>he</u> always goes to the class early morning than another teacher.

The word of pronoun "*he*" include into reference, because it refer back to Mr. John.

2) Demonstrative reference is reference by means of location, on a scale of proximity (table.2)

Table.1.2 Demonstrative Reference

Semantic Category	Selective		
Grammatical Function	Modifier/head		Modifier
Class	Determiner		Determiner
Proximity	This These That Those	Here (now) There then	The

3) Comparative reference is indirect reference by means of identity of Similarity (table.3)

Table 1.3 Comparative References

Grammatical Function	Modifier: Deictic/Epithet	Sub modifier /Adjunct
Class	Adjective	Adverb
Genera Comparison: Identity General similarity

Difference (ie-non identity or similarity) | Same identical equal Similar additional

Other, different, else | Identically Similarity likewise So such

Differently otherwise |
| Particular Comparison: | Better, more etc (comparative adjective and quantifiers) | So more less equally |

1.7.1.2 Ellipsis

Knapp and Watkins (2005) as cited in Emi Emilia (2014) argue that, Ellipsis is the omission of a word or structural part of a sentence or clause. Example: His book is much more interesting than mine (my book is)

1.7.1.3 Substitutions

Substitutions occur when a substitute from is used instead of repeating a word, Phrase or clause which occur elsewhere in the text.

1.7.1.4 Conjunctions

Conjunction is the semantic system whereby speaker or writers relate clauses in term of temporal sequence, consequence, comparison and addition. A conjunction is a class of words that either the coordinates words or clauses of equal status, such as:

1) The mango is small but sweet (contras relation)

2) He asked for money and went away (additive relation)

3) Because she was ill, she did not come to school (consequential relation) (Emi Emilia, 2014: 102).

Halliday and Hasan (1956: 238) divide some type of conjunction; here we shall adopt a scheme of just four categories: additive, adversative, causal and temporal.

1) Additive, based on Halliday and Hasan (1956: 224) that the word and, or and nor are all used cohesively as conjunction and all of them are classified here as additive. And, additive conjunction include; *and, and also, or, or else, furthermore, in addition, besides, alternatively, incidentally, by the way, that is, I mean, in other words, for instance, thus, likewise, similarly, in the same way, on the other hand, by contrast,* etc (Halliday and Hasan,1956: 249-250).

2) Adversative, Halliday and hasan (1956: 250) explain that the basic meaning of the adversative relation is contrary to expectation. The expectation may be derived from content of what is being said, or from the communication process, the speaker-hearer situation, so that here too, is an additive, we find cohesion on both the external and internal planes. An external adversative relation is expressed in its simple form by the word yet occurring initially in the sentence.

Here, Halliday and Hasan (1956: 255-256) mention that conjunction of adversative are expressed; *yet though, only, but, however, nevertheless, despite this, in fact, actually, as a matter of fact, at the same time, instead, rather, on the contrary, at least, rather, I mean, in any case, in either case, which every way it is, anyhow, at any rate, however that may be,* etc.

3) Causal, the simple of causal relation is expressed by so, thus, hence, therefore, consequently, accordingly, and a number of expressions like as a result of that, in consequence (of that), because of that. All these regularly combine with initial and (Halliday and Hasan, 1956: 256).

Causal conjunction, they are: *then, hence, therefore, consequently, because of this, for this reason, on account of this as a result, in consequence, for this purpose, with this in mind for, because, it follows, on this basis, arising out of this, to this end, in that case, in such an event, that being so, under the circumstance, otherwise, under other circumstance, in this respect, in this regard, with reference to this, otherwise, in the other respect, aside from this, etc* (Halliday and Hasan, 1956: 260-268).

4) Temporal, Halliday and Hasan (1956: 268) say that the relation between theses of two successive sentences that is, their relation in external terms, as content may be simply one of sequence in time; the one is subsequent to the other. The temporal relation may be made more specific by the presence of an additional component in the meaning, as well as that of succession in time.

So, for example, we may have 'then + immediately (at one, thereupon, on which); then + after an interval' (soon, presently, later, after a time) then + repetition (next time, on other occasion; then + a specific time interval (next day, five minutes later) and so on.

Temporal conjunction include; *then, next, after that, just then, at the same time, previously, before that, finally, at last, first…then, at first… in the end, at once, thereupon, soon, after a time, next time, on other occasion, next day, on hour later, meanwhile, until then, at this moment, up to no*w, etc (Halliday and Hasan, 1956: 266-267).

1.7.2 Lexical Cohesion

Lexical cohesion refers to relationships among lexical items in a text and in particular, among content word (Brian Paltridge, 2000: 134). It means that how to show a word which is used by his or her writer self in writing for creating sentences to understood.

Figure 1.2 Elements of Lexical Cohesion (Brian Paltridge, 2000: 134)
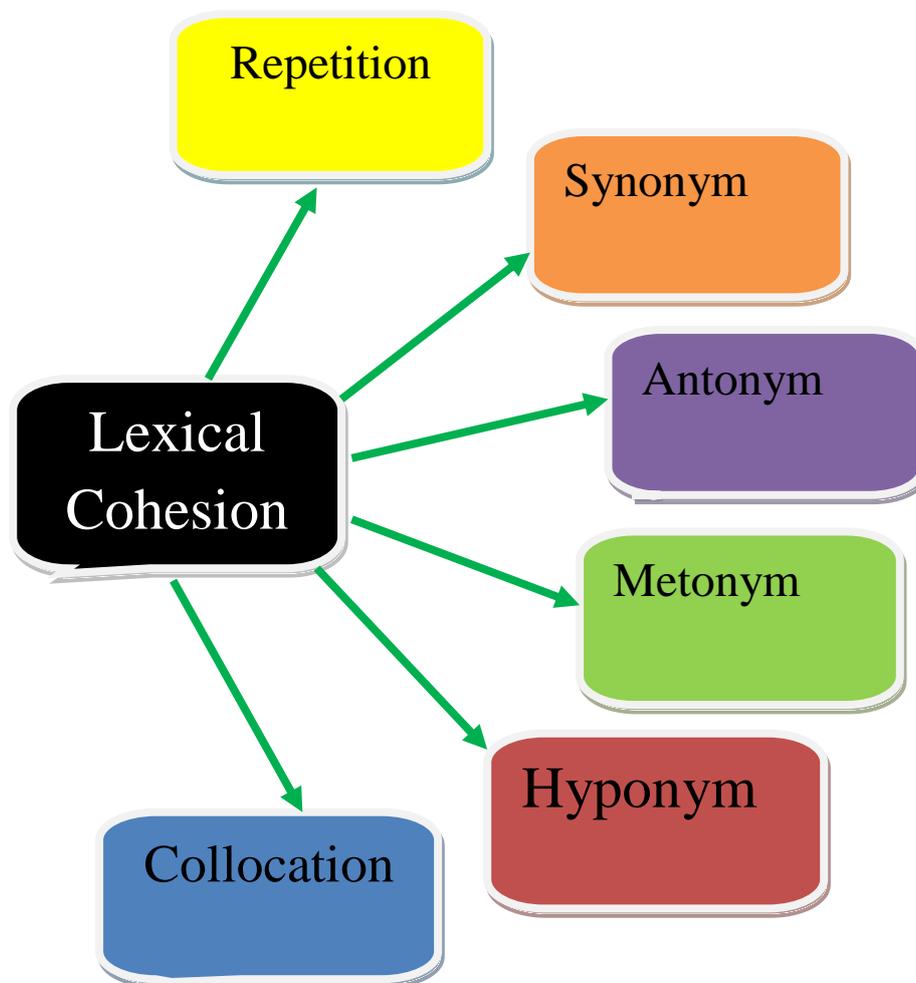
The elements of lexical cohesion are repetition, synonym, antonym, metonym, metonym and hyponym as shown in the figure above:

1.7.2.1 Repetition

Repetition is the most simple kind of cohesion, where we can easily track the participants because they are referred to using the same word though text. Type of repetition is often used for rhetorical purpose, where a refrain keeps occurring.

1.7.2.2 Synonym

Synonym refers to the relationship between words that are similar in meaning such as "customer" and "patrons''.

1.7.2.3 Antonym

Antonym refers to opposite or contrastive meaning such as "good" and "bad", "happy" and "sad".

1.7.2.4 Hyponymy

Hyponymy refers to classes of lexical items where the relationship is one of general-specific or type of such as "entrée" and "main course in relation to item "food". This relationship could be represented diagrammatically as in 39 below. In this example, the item entrée and main course can also be described as co-hyponym of the superordinate tem food.

39   entree

Food
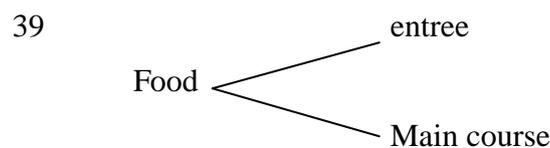
                                  Main course

1.7.2.5 Metonym

Metonym refers to lexical items which are in a whole part relation, such as the relation between main course potatoes and broccoli and fish bones and scales. In the examples the item potatoes and broccoli can also be describe as co-meronym of the superordinate items main course as are bones and scales in relation to the item fish. The relationships could be refresented diagrammatical as in 42 below.

42

Main course — potatoes

broccoli

Fish — bones

Scales
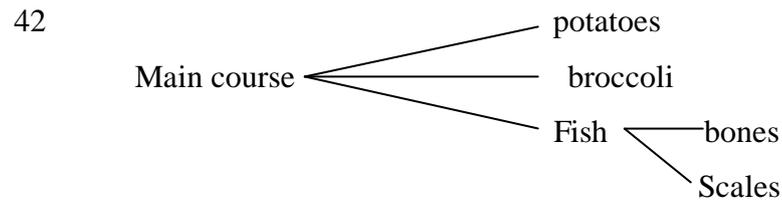
1.7.2.6 Collocation

Collocation describes associations between words that tend to co-occur, such as combinations of adjective and nouns as in quality product. 'Snide remarks' and 'discerning customer'. It also includes the relationship between verb and nouns such as eat and food and pairs of nouns such as friend and neighbors. (Brian Paltridge, 2000: 154)

1.8 Research Method

The researcher arranges and presents about methodology of this research consist of source of data and research design as show below:

1.8.1 Source of Data

The researcher took data with forms of primary source data and secondary source data. Primary source data was taken to analyze from result of thesis directly from college of English Departement by Ahmad Fuadi at IAIN Syekh Nurjati Cirebon. Because the data can be taken easily by researcher herself and same with criterion, namely is EFL learner who graduated in 2015 years. Secondary was taken source of data which is form thesis that published and support primary data in website at UPI Digital Repository Indonesia University of Education   which is published in 2015 years with thesis title is The Use of Project-Based Learning in Teaching Analytical Exposition Text to Improve Students' Speaking Skill: A Descriptive Qualitative Research at One of Public senior High Schools in Bandung.

1.8.2 Research Design

In the section on research design, this research used qualitative research. Explain the qualitative approach that using by researcher is content analysis. Content analysis technique is used to analyze what types of cohesive devices are used by EFL learners in writing

introduction of thesis. Content analysis (e.g. for literary works, text book) A research method applied to written or visual materials to analyze characteristics of the Material (Ary, et al. 2010: 688)

1.9 Research System

In this section, the researcher shows and explains about research system of this research consists of steps of the research, techniques and instruments of collecting data, Data Analysis, and research time line as show below:

1.9.1 Steps of the Research

According to Logico, et al. (2006: 265) there are nine steps qualitative research, there are Selecting Participants, Collecting the data, Analyzing the data, Interpreting and disseminating results. The writer only take four steps, because these four steps are very important from the six steps are not taken it, and also to accelerate the research process Cohesion in EFL learner in writing a thesis. There are four steps of the research:

Step 1: Selecting Participants

The researchers took the data from one EFL learner; the learner had to write a Thesis and has been approved by the examiners.

Step 2: Collecting Data

The researcher collects data from the thesis of EFL learner between IAIN Syekh Nurjati Cirebon student writers' text 01 and UPI student writers' text.

Step 3: Analyzing the data

The researcher analyzed the type of cohesion in the writing thesis. After that, research will be grouping that cohesion appropriate the kind of cohesion. Then, researcher counts the data of cohesion, The process of calculating the emergence of cohesion that often appear in the thesis, the purpose for collecting the categories of devices cohesive into frequency for make researcher easier to analysis thesis.

Step 4: Interpreting and Disseminating Results

The writer makes summarize and explain the results of its analysis to exploring cohesion. And researcher discusses the findings of this study with the findings of previous.

1.9.2 Techniques and Instruments of Collecting Data

The instruments of research is researcher herself. Research is as source for collecting data. Data are need and to analysis fact, phenomena, it completely and clearly. Data of item can be use such as journal, advertisement, thesis and act. The technique of collecting data is content analysis. Data collection and analysis in qualitative research are inductive processes. The technique of collecting data is selecting thesis from IAIN Syekh Nurjati Cirebon. Here, the researcher only take one data, namely is own Didik Ahmad Fuadi. And the researcher take the data is own Fadlillah Hauroni from university of UPI that published in website.

1.9.3 Data Analysis

While when the data collected, the steps of data analysis in qualitative research according to Ary, et al. (2010: 481-490) are:

Step 1: familiarization and organization

Step 2: Coding and Reducing

Step 3: Interpretation

The steps in this research adopt all of points of Ary, et al. Because this research is qualitative research focused on content of text, the text is thesis. The research identify cohesive are often used by EFL learner, Thus this text is important to analyze. In steps of data analysis is investigate cohesion, cohesion grammatical and cohesion lexical. So it should be made data that can be analyzed by researcher. Then, the researcher gives code as process to analyze data into categorize, it will be shown in next statement but before it, researcher explains about step of interpretation. And the important of qualitative is the researcher makes report in last steps.

In this section, to facilitate the reader reading thesis, researcher hold a code, there are:

Table.1.4 List of Coding in Categorizes

A. Coding of content of text		
1.	Research Background	RB
2.	Limitation of Research	LR
3.	Research Question	RQ
4.	Aims of Research	AR
5.	Usefulness of Research	UR
6.	Significance of Research	Ur
B. Coding to Paragraph		
1.	Paragraph 1	P1
2.	Paragraph 2	P2
3.	Paragraph 3	P3
C. Coding to sentence		
1.	Sentence 1	S1
2.	Sentence 2	S2
3.	Sentence 3	S3

Table 1.5 List of Cohesion in Categories, they are:

A. Coding to Grammatical		
1.	Reference	Ref
2.	Substitution	Sub
3.	Ellipsis	Ell
4.	Conjunction	Conj
B. Coding to Lexical		
1.	Repetition	Repe
2.	Synonym	Syno
3	Antonym	Anto
4.	Metonym	Meto
5.	Hyponym	Hypo
6.	Collocation	Coll

1.9.4 **Research Timeline**

In this study, the data collection schedule will carry out as outlined.

Table 1.4 Schedule of the research.

No.	Activities	Month and Week														
		April				May				June				July		
		1	2	3	4	1	2	3	4	1	2	3		1	2	3
1.	Collecting data				■											
2.	Analyzing data					■	■	■								
3.	Presenting data								■	■	■					
4.	Arranging the conclusion and Thesis															■
5.	Finishing															

BIBLIOGRAPHY

Ary, Donald; Jacobs, Lucy Cheser; Razavieh, Asghar; & Sorensen, Chris. 2010. *Introduction to Research in Education* (8th ed.). Belmont: Thomson Wadsworth.

Boardman, Cynthia. 2008. *Writing to Communicative : Paragraphs and Essay*. (3th ed) Longman.

Brian, Paltridge. 2000. *Making Sense of Discourse Analysis*. Australia. AEE.

Crebert, Patrick, & Cragnolini. 2004. *Written Communication Toolkit Authorial* (1st ed.). Griffith University .

Eggins, Suzanne. 2004. *An Introduction to Systemic Functional Linguistics* (*2nd ed,*). New York. Continuum.

Elawita. 2012. *An Analysis of Students' writing Cohesion in Composing Essay*.

Emilia, Emi. 2014. *Introduction Functional Grammar*. Bandung. PT. Dunia Pustaka Jaya.

Fuadi, Ahmad, Didik. 2015. *Exploring EFL Learners' Reading Strategies on Comprehending Textbooks*. Unpublished Graduate Thesis. Cirebon : IAIN Syekh Nurjati Cirebon.

Folse. Keith S, and Tison Pugh. (2015). *Great Writing 5: From Great Essay to Research* (3 td ed). Cengage learning.

Hafiz Abdurahman Nur . 2013. *Grammatical Cohesion Analysis of Students Thesis Writing*. Teacher training. Tanjung : University Pontianak.

Halliday and Ruqaiya Hasan. 1976. *Cohesion In English*. London. Longman.

Haliday. M. A.K and Matthiessen Christian. 2004. *An Introduction to Function*

Grammar. London. Great Brain.

Hauroni Fadlillah. 2015 *The Use of Project Based Learning in Teaching*

Analytical Exposition Text to Improve Students' Speaking Skill. Unpublished

Graduate Thesis. Bandung. UPI. http://repository.upi.edu/15635/ retrieved

on Monday, 24th April 2016 at 10.00 a.m

Kaisa Trankanen, Sanna. 2006. *Lexical cohesion in English Discourse* :

Collaborating towards Coherence.

Lisa M. Given . 2008. *The Sage Encyclopedia of Qualitative Research Method*.

London. Longman.

Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle. 2006. *Methods*

in Educational. USA: Research Jossey-Bass.

Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle. 2010. *Methods*

in Educational. (2nd ed.). USA: Research Jossey-Bass.

Yeibo, Ebi. 2012. Aspects of Textual Cohesion in Selected Poems of J.P. Clark-

Bekederemo: *Language Teaching and Research*. Vol. 3. pp. 860-867.