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A COMPARATIVE ANALYSIS ON COHERENCE USED IN THE TWO EFL UNDERGRADUATE PAPERS: A DISCOURSE ANALYSIS PERSPECTIVE

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 Undergraduate Degree



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ABSTRACT

Siti Wahyuni. 14111320129. *A Comparative Analysis on Coherence Used in the Two EFL Undergraduate Papers: A Discourse Analysis Perspective.*

This study aims to compare coherence in the two undergraduate papers as noted by Eggins, Schleppegrell that coherence constructed by registerial coherence and as Halliday and Hasan stated that cohesion is a semantic ties that link sentences to another sentence. This study adopts three metafunction analysis to explore coherence of the paper is realized by situational context. This study is qualitative study which is content analysis. The technique of collecting data is documentation from two undergraduate papers in chapter 3.

The result of analysis shows that registerial coherence in paper A on field is dominated by relational with 494 clauses or 43.7%. The tenor of the paper A in interpersonal mood structure is impersonality third person declarative mood with 100%. The mode in the paper A is dominated by marked theme with 60.6% and indicates that the paper A more coherence. For the data of cohesion, the paper A has fully variety of cohesion such in grammatical cohesion and conjunction has been found in the paper A with 1166 markers or 52.10% as dominant device. In lexical cohesion in the paper A is found 43 chains and reiteration gets the highest chain with 41 chains or 95.35%. in contrast with Registerial Coherence in the paper B, it is found material process with 79 clauses or 69.3% as dominant process. And the tenor of the paper B uses impersonality third person declarative mood with 99% and interrogative with 1%. And the mode in the paper B is dominated by unmarked theme with 57%. So the paper A has high level coherence and the paper B has low level coherence. And then for cohesion in the paper B on grammatical cohesion, the dominant device is reference gets 72.68%. Then, there are 11 chains lexical cohesion and reiteration is the dominant chain with 10 chains or 91% .

In comparative analysis, there are some similarities and differences from those papers. The similarities exists seven points such as in categories declarative mood, personal reference 'it' and 'they', demonstrative reference, comparative reference, substitution, nominal ellipsis and repetition. Besides, there are also differences such as categories process type, degree of modality, mode, grammatical cohesion and its number, the personal reference and its number, conjunction and the number of lexical cohesion. All those result show that how important coherence feature presents in the writing.

Keywords: discourse analysis, comparative analysis, coherence, two undergraduate papers

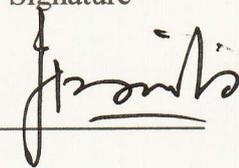
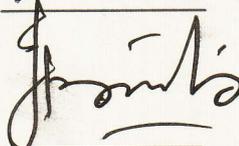


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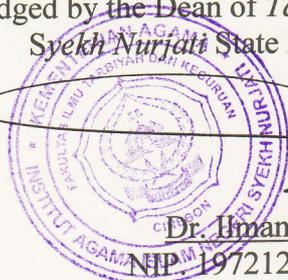
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RATIFICATION

This thesis which is entitled **“A Comparative Analysis on Coherence Used in the Two EFL Undergraduate Papers: A Discourse Analysis Perspective”** written by Siti Wahyuni, student number 14111320129, has been examined on 07 July 2015. It has been accepted by the board of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I INTRODUCTION

1.1 The Background of The Research

This study would explore coherence in the two undergraduate papers in IAIN Syekh Nurjati Cirebon. This study also would analyze registerial coherence that was realized by contextual variable by Schleppegrell (2004) combined with systemic functional linguistic (SFL) framework by Eggins (2004) and cohesion by Halliday and Hasan (1976) in written text. As noted by Eggins (2004), Halliday and Hasan (1976) text is any passage of discourse, spoken or written, of whatever length that forms unified whole.

Two dimensions of text that have important influence to the writing are its contextual properties or coherence and internal properties or cohesion (Eggins, 2004: 24). Two these dimensions will make sense for text and one sentence will hang together to another sentence. The reason why the text must hang together because text is not just sentence in sequence, Halliday and Hasan (1976:1) stated that:

If the speaker of English hears or reads a passage of the language which is more than one sentence in length, he can normally decide without difficulty whether it forms a unified whole or is just collection of unrelated sentences. (Halliday and Hasan 1976:1)

From quote above, it is quite clear that the unified whole or hang together or tied plays an important rules to make sense of a good writing or a good text. What makes the text hang together or unified whole is texture. Texture is what makes the clause or sentence of the text unity (Eggins, 2004:24). Two dimensions of texture are coherence and cohesion.

Coherence is the way a group of clauses or sentences (a text) respects to the context of situation and therefore consistent in register and respect to itself and therefore cohesive (Halliday and Hasan, 1976:23). Because of that, the researcher decides to analyze the text through three headings Field, tenor and Mode which is useful to develop the insight to construe a well writing. Based on Eggins (2004:29), there are two types of coherence that are involved in texture to exhibit contextual unity, registerial and generic coherence. Registerial coherence is a text that involves one situation (field, tenor and mode) in which all the clause of the text could occur. Then, generic coherence recognizes a text as an example of a particular genre and it occur when a text can be identified by a unified purpose motivating language. But in this part, it will analyze just in registerial coherence.

Cohesion is the semantic relation as definition from Halliday and Hasan (1976: 4) that cohesion is a semantic one, it is relations of meaning exist in the text. There are two kinds of cohesion, grammatical and lexical cohesion. Grammatical cohesion consists of reference, substitution and ellipsis. While conjunction is on borderline of the two; mainly grammatical, but with lexical component in it (Halliday and Hasan, 1976:6), these two kinds will be used to examine the papers in this study.

As explanation above, the researcher knew how the important of coherence. Because of that the researcher would like to investigate the coherence features of the text. The researcher would investigate the texture (coherence and cohesion) in the thesis. Some reasons why the researcher takes the thesis will be as an object of this research because many students of university made a paper as the requirement to get graduation and they have some problem to arrange that. In this writing paper, the students of university have problems to arrange the first word writing, to choose the right word to express their meaning and to build the communicative meaning in their paper. They also have a problem to make a title of their paper. In addition, the good writing also must have a texture. Because of that, the researcher investigates how the texture organized the text especially in the papers and how features of coherence of the papers indicate as good and inadequate papers from students of university in IAIN Syekh Nurjati Cirebon. It also can be as a measurement for the major of English department.

There are various researches of writing. The first research is at punctuation of writing. The research came to investigate the role of punctuation in the signaling of discourse structure (Dale, 1991). The other further researches at punctuation have touched in the level of errors in the usage of punctuation and punctuation in the students' writing (Akampirige, 2014; Ghabool et al, 2012). Other research in writing has investigated the assessment of writing. This research came to examine the areas of creative expression, reflection and language acquisition in mandatory blog writings by students at a Third Level Institution (Murray et al, 2007). Then the research writing has reported at strategy of writing that investigated the effectiveness of the strategic writing techniques for promoting EFL writing skills and changing passive attitudes towards writing into positive ones and the effect of process writing practice on the writing quality of three "Form one students" (Muhammad et al, 2012; Okasha & Hamdi, 2014).

Then the research on writing has touched on Coherence and cohesion in the discourse analysis. Thesis coherence comes to investigate the cohesion and coherence in the text and provide the overview some researches on coherence and cohesion writing



(Supong). The other research talk about coherence is from Jones (2011) that investigates the Meta discourse to improve the coherence in academic writing and losing and finding coherence in academic writing. Inside this research, an analysis of coherence also has been done by Yuan Wang and Minghe Guo (2014) on a short analysis of discourse coherence that presented reviews previous researches on discourse coherence and the nature of discourse coherence from cognitive perspective. Then the research talked about textual coherence comes from Peter, Walter and Thomas (1998) that presented the measuring coherence using the technique Latent Semantic analysis.

There are at least eight researches that examine cohesion on written text has been done at the grammatical and lexical cohesion on Jakarta Post (Rohim, 2009; Lidia, 2000; Agustina, 2012). Other researches investigations are still at cohesive device, but in the different text that was articles in a magazine (Hameed, 2008) and in EFL Learner's academic essay (Melyyani, 2014). These all are investigations on the text of professional writer but there are investigations which reported on the grammatical cohesion in the students' writing and argumentative essays by Norwegian and Russian Learners (Azzouz, 2009; Tsareva, 2010). An investigation at cohesion in literature also has been done by Upay Jasa (2009) that reported cohesion in Lahu si Folktales.

In related to research above, this research will be focus on coherence in the text of thesis from the student of university in English Department. The differences between this research and the research above are in the object of the researches, the research above measured the coherence and preview research of coherence and investigated cohesive device on the text from the professional writer such as from national newspaper Jakarta Post and magazine. The other research which is low level from investigation of grammatical cohesive is on students' writing. But this research comes to same level with analysis losing and finding coherence in academic writing (Jones) that is thesis.

So coherence is the important elements of writing. What make sense of the text is the texture of the text that is coherence and cohesion. Coherence is extra-textual context or the social and cultural context of its occurrence (Eggin, 2004:24). This coherence will identify the tenor, field and mode on the text that must be cited and make sense to the reader. And cohesion is the element of mode will help the reader catch the meaning of the text, according to Halliday & Hasan (1976), "cohesion is semantic relation". In addition, this research will be further talk about coherence in the written text. The aims of this research are to investigate the coherence at registerial and the cohesion device as grammatical cohesion in the selected paper(s) indicate as good and inadequate paper(s)



from students of university in the IAIN Syekh Nurjati Cirebon. This research examine whether the thesis have a texture feature (coherence and cohesion) or not.

Then why the researcher compares these papers because the researcher would get some feature of bad paper and also feature of good paper. In this comparison, the researcher would get the similarities and differences of these papers, although the inadequate paper, it also uses some features like a good paper. It makes this study interest.

1.2 Focus of the Study

When the writer makes a good text using the all elements of writing included coherence, the writer always has a problem to arrange the coherence. In relation to that, this research presents to examine the texture (coherence and cohesion) on two written texts of IAIN Syekh Nurjati Cirebon. Here the researcher will explore coherence at registerial and the all cohesion devise at grammatical cohesive that has four items, there are reference, substitution, ellipsis and conjunction in the thesis and all devices of lexical cohesion that has two items such as reiteration and collocation. The researcher limits the research just only on two selected paper(s): the paper indicates as the good and inadequate paper of EFL learner's paper on chapter 3.

The researcher explores how coherence occurrence at registerial and how the cohesion occurrence at grammatical and lexical cohesion. At grammatical cohesion, the researcher investigates reference on exophora, eshpora, anaphora, cataphora and bridging reference. In the substitution, the researcher investigates all devices in substitution such as nominal, verbal, clausal substitution. Besides that, the researcher investigates all devices ellipsis on the thesis like nominal, verbal, clausal ellipsis. Then conjunction in the thesis will be investigated. At lexical cohesion, the researcher also explores the reiteration and collocation of the papers.

1.3 The Questions of The Research

The researcher will formulate three research questions based on this phenomena, they are:

1. How is coherence exploited in the selected paper A?
2. How is coherence exploited in the selected paper B?
3. How is the comparison of coherence between the two selected paper(s)?

From the background of the research that this study will be A Comparative Analysis on Coherence Used in the Two EFL Undergraduate Papers: A Discourse



Analysis Perspective. Because it analyzes the undergraduate papers, so it is needed clarification whose papers and the reason why the researcher choose these papers, then the researcher chooses A's paper (pseudonym) and B's paper (pseudonym) because these papers have been examined by general assessment criteria for academic writing assignment in International Master's Program by Trzeciak et al (1995) and the A's writer becomes the best student of the English Department IAIN Syekh Nurjati Cirebon. So the researcher chooses these papers to compare the coherence features from the thesis indicate as good and inadequate paper of students whose study in IAIN Syekh Nurjati.

1.4 The Aims of the Research

The research aims at comparing coherence studies in the two selected paper(s). The researcher has three mains aims of this research. There are:

1. To explore coherence in the selected paper A.
2. To explore coherence in the selected paper B.
3. To compare the coherence between the two selected paper(s)

1.5 The Significance of the Research

The contribution of this research as theoretically the research can increase the comprehension of EFL learners in arranging a well writing especially in coherence. It also encourages them to know more the elements of texture to make sense of the text. In addition, this research also provides the understanding of the educators in the important texture of the text to help the understanding of the student in teaching reading and writing by using a text then this research presents the example of the thesis that indicate as good and inadequate paper's features. And it can add the researcher's knowledge about coherence.

Practically, this study has significant effect for the English major because it is as measurement students' knowledge about coherence especially in the two papers. This research should be useful for EFL's learners or students to increase their skills especially in writing a text and they expected and motivated to become the good writer in the next. Through this research, the teacher can make a good text using element of texture (coherence and cohesion) device and solve their difficulties to write by knowing and apply the texture's theory. So they can overcome the problem of writing

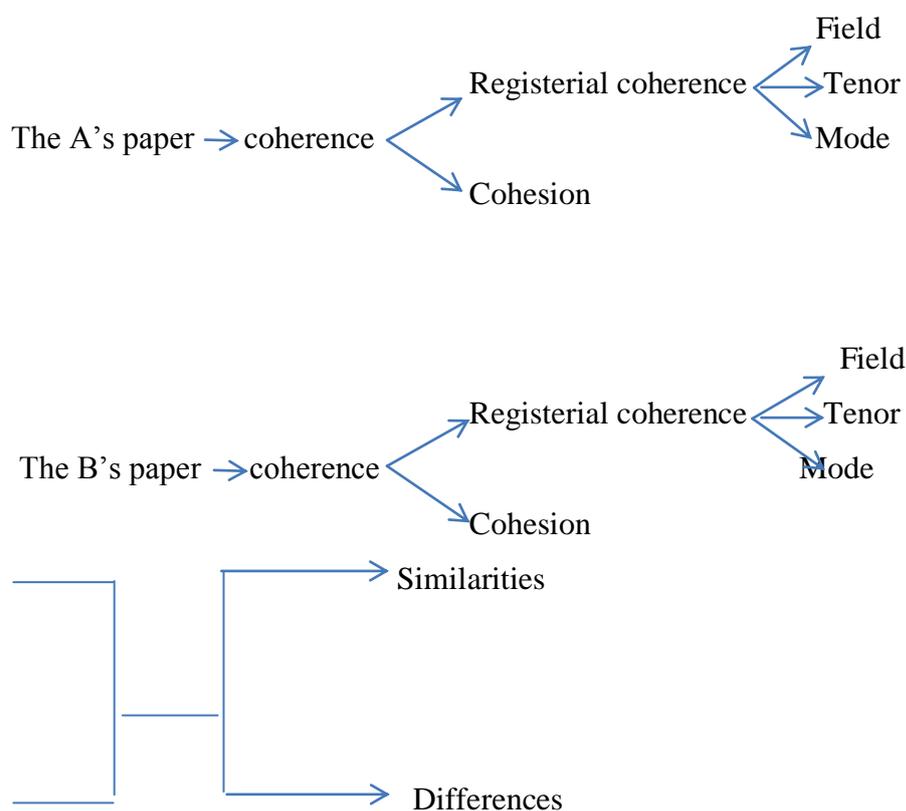


to be an expert writer. In other hand, this research can be as a reference for the next research.

1.6 Frame of Thought

The framework of this research is in figure above:

Figure 1.1: Framework of this research



1.7 Theoretical Foundation

1.7.1 Text

The field of research of this research is discourse analysis. Discourse analysis concentrate on language knowledge about the word, clause, phrase and sentence in order to make successful communication (Paltridge, 2006: 2). While other definition about discourse analysis is from Martin (1990:28) that “Discourse is a sequence of sentences that hang together or cohere, as in conversation, story, or book”. Because of that, this study is called by discourse analysis because it is the analyzing of coherence of the written text, according to Fairclough (1995:4), “.....discourse analysis where a text maybe either written or spoken discourse, so that, for example, the words used in conversation (or their written transcription) constitute a text”.



A text can be spoken and written, it is by Halliday and Hasan (1976:1) that “the word Text is used to refer to any passage, spoken or written, of whatever length, that does form a unified whole.” And the definition text, according to Halliday and Hasan (1976:1), “A text is sometime envisage to be some kind of super-sentence, a grammatical unit that is larger than a sentence but is related to a sentence in the same way that a sentence is related to a clause, a clause to a group and so on”. So text consists of word, phrase and sentences. Beside that text also has a texture and this property differentiate where is a text and what is not a text. This texture is quite important existing in the writing because Halliday and Hasan (1976: 2) said that “the concept of texture is entirely appropriate to express the property of ‘being a text’. In conclusion that text must have a texture, if there is not texture, so it is not a text anymore but it is just collection of words as Halliday and Hasan (1976:1) said that if an English speaker hears and reads a length of passage but he cannot normally determine whether it is unified whole or it is just a collection of unconnected sentences.

1.7.2 Coherence

The following has explained that the text has a texture that involves two components of texture that are coherence and cohesion (Eggins, 2004:24). Coherence refers to way a group of clause relates to its context (Halliday & Hasan, 1976:23). Coherence is very important to the text because it is talking about context that will give a text sense to the reader. Eggins (2004:8) said that “taken out of context, its purpose (language in the text) is obscured, with at least parts of its meaning lost and unavailable”. It is clear that without coherence, the text will not have meaning of the information. Coherence unity have two types, there are registerial and generic coherence.

Based on Eggins (2004: 29) registerial coherence is a text that identified by existing one situational in which all the clause of the text could occur. The other definition comes from Van Dijk (1977) said that “coherence is semantic property of discourse, based on the interpretation of each individual sentence relative to the interpretation of other sentence. Coherence concludes identifying for the domain of the text (field), the role the writer (tenor) and how closely language tied (mode). And Generic



coherence is a text that recognizable as a particular genre with its own purpose.

Three domain of context (Eggins, 2004: 9):

- a. Field is topic or focus of the activity or it is common to say as ideational meaning, for example: we talk about linguistics and we talk about jogging. Linguistics and jogging are different topic or activity.
- b. Tenor is the role relation of power solidarity or as interpersonal meaning, for example: we talk to our boss and we talk to our lover. Our boss and our lover are different person. It is also different closeness each other.
- c. Mode is the role of language tied or textual meaning, for example: we speak and we write. Write and speak is different main of text.

1.7.3 Cohesion

Cohesion is an important element of making a good writing. It is semantic relation that ties a sentence to another sentence of the text (Halliday & Hasan, 1976). There are two kinds of cohesion device that are grammatical cohesion and lexical cohesion. In the grammatical cohesion, Halliday and Hasan (1976) have divided into four types of grammatical cohesion are reference, substitution, ellipsis and conjunction while the lexical cohesion are reiteration and collocation. The cohesion can be simplified into this table:

Table 1.1: Cohesion in English (Halliday and Hasan, 1976)

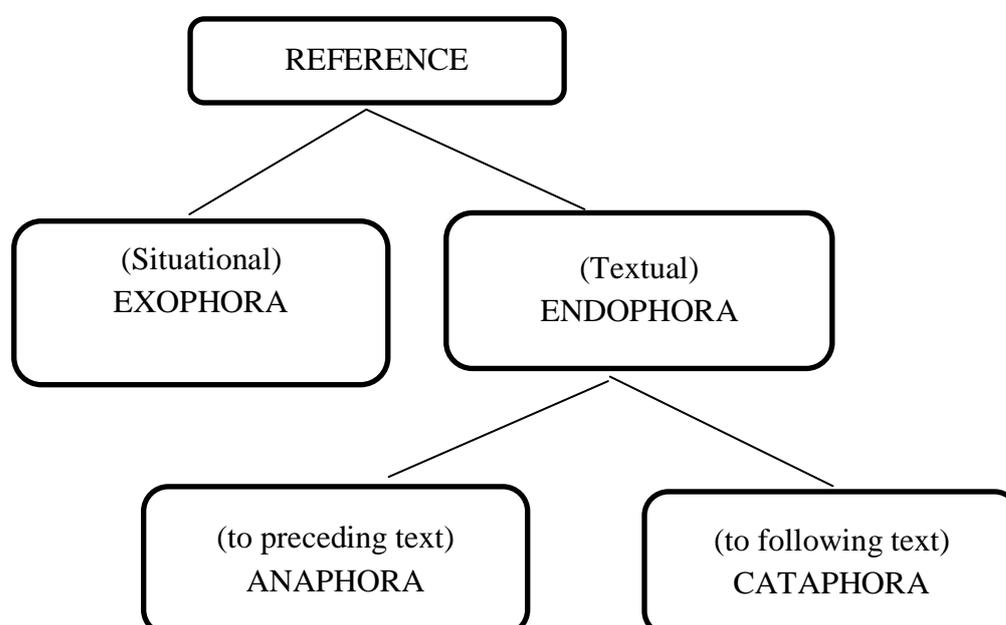
Cohesion	
Grammatical Cohesion	Lexical Cohesion
Reference	Reiteration
Substitution	Collocation
Ellipsis	
Conjunction	



1.7.3.1. Reference

Reference is the information that is specific signaled for recovery (Halliday & Hasan, 1976) or it is defined as a participant that is introduced at one place in the text can be as a reference point for something that follows or what has gone before (Halliday, 1994:310). In the reference, there are exophora (situational) and endophora (textual). Each of them has different features. Endophora divided into two kinds. There are anaphora (to preceding text) and cataphora (to following text). Halliday & Hasan have drawn this reference like the diagram below:

Figure 1.2: Kind of references (Halliday & Hasan, 1976: p. 33)



Halliday and Hasan divided reference into three types: personal, demonstrative, and comparative. Personal reference is reference that has function in the speech situation in the category of *Person*. Demonstrative reference is reference of location on the scale of *Proximity*. Comparative reference is indirect reference through *identity or similarity*.

1.7.3.1.1. Personal Reference

Personal Reference is as PERSON. According to Halliday and Hasan (1976:44), “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.”

Table 1.2: Personal Reference (Halliday & Hasan, 1976: 38)

Existential	Possessive		
Head	Modifier		
Noun (pronoun)	Determiner		
I me	Mine	My	Addressee(s), with/without other person
You	Yours	Your	
We us	Ours	Our	Speaker and other person
He him	His	His	Other person, male
She her	Hers	Her	Other person, female
They them	Theirs	Their	Other person; objects
It	[Its]	Its	Object; passage of text
One		one'	Generalized person

According Halliday & Hasan (1976: 55), the example of personal reference is following:

- a. John has moved to a new house
(x) He had it built last year
- b. John's house is beautiful
(y) His wife must be delighted with it
- c. That new house is john's
(z) I didn't know it was his

For (a) has personal pronoun he, (y) has possessive determiner his, and (z) has possessive pronoun his.

1.7.3.1.1. Demonstrative Reference

Demonstrative reference is a form of verbal pointing where the speaker identifies referent by locating it on the scale of proximity. (Halliday and Hasan, 1976:57). These demonstrative reference are like this, that, these, those, here, now, there, and then. These referents can be summarized by the table on the following:



Table 1.3: Demonstrative Reference (Halliday & Hasan, 1976: 38)

Selective		Non-selective
Modifier/Head	Adjunct	Modifier
determiner	Adverb	Determiner
This these That those	Here (now) There then	The

The example of demonstrative reference is

- a. Look at the flowers!
- b. Don't go; the train's coming

The meaning of *the* in the sentence is *here*. The referent is fully specified by the context.

1.7.3.1.1. Comparative Reference

Table 1.4: Comparative Reference (Halliday & Hasan, 1976: 39)

Modifier: Deictic/ Epithet (see below)	Sub modifier/Adjunct
adjective	Adverb
Same identical equal similar additional	Identically Similarity likewise So such
Other different else	Differently otherwise
better, more etc [comparative adjectives and quantifiers]	So more less equally

Table 1.5: Typical classes of Nominal group (Halliday & Hasan, 1976: 40)

The sentence: the two high stone walls along the roadside

Pre modifier: the two high stone



Head: walls

Post modifier: along the roadside

	The	two	high	stone	walls	along the roadside
Structures:	Pre modifier				Head	Post modifier
logical experiential	Deictic	Numerative	Epithet	Classifier	Thing	Qualifier
Classes	Determiner	numeral	adjective	noun	noun	[prepositional group]

1.7.3.2. Substitution

Substitution is as replacement one item by another but it is different from ellipsis that is as omission of an item. Ellipsis can be as substitution if the item is replaced by something. Substitution is a grammatical relation and the function of substitution is as a noun, as a verb, or as a clause. The types of substitution are Nominal, Verbal, and Clausal substitution (Halliday & Hasan, 1976). The list of items (Halliday & Hasan, 1976: 91) that arise as substitutes as bellow:

Nominal: one, ones; same

Verbal: do

Clausal: so, not

This substitution forms are concluded in table 6 below:

Table 1.6: Summary of Substitution Forms (Halliday & Hasan, 1976: p. 141)

		Non-prominent (given)	Prominent (new)
Nominal	Thing (count noun)	One(s)	The SAME
	Process (nominalized)	So	do
	Attribute Fact		be say
Verbal	Process (+.....)	Do	DO so



Clausal ():	Positive	So	so
Report, Condition, Modality	Negative	not	NOT

1.7.3.3. Ellipsis

Ellipsis is as explanation above that is as omission of an item. Halliday and Hasan (1976:142) said that “ellipsis is simply *substitution by zero*”. In fact, ellipsis is as something understood. It is said because ellipsis is omission something in the special sense of ‘going without saying’. The types of ellipsis are same with substitution are nominal, verbal, clausal ellipsis.

1.7.3.4. Conjunction

Other device of grammatical cohesion is conjunction. It is device that cohesive not in itself but indirectly. This device is very different from reference, substitution and also ellipsis. According to Halliday (1994:310), “conjunction is a clause or clause complex, or some longer stretch of text may be related to what follow it by one or other of a specific set of semantic relations”.

1.7.3.5. Lexical Cohesion

In lexical cohesion, there are reiteration and collocation. Halliday and Hasan (1976: 274) state that “on the borderline between grammatical and lexical cohesion is the cohesive function of the class of *general noun*”. Reiteration is a form of lexical cohesion which involves the repetition of the lexical item or the use of a synonym, near-synonym, or superordinate. And collocation is a word that has any referential relation to another word in the preceding text (Halliday and Hasan, 1976: 319). This bellow is all types of cohesion strategies at work in creating cohesive link by Halliday (2004).

Table 1.7: Cohesion in a conversational passage (Halliday and Cristian, 2004: 533):

Speaker		Conj.	Reference		Ellip.	Lexical Coh.	
Craig:	Kate I must say		I (exoph.)			Say	



	This fish is cooked beautifully		This fist (exoph.)			Fish + beautifully	
Mother:	It's lovely darling		It (anaph.)			(it) + lovely	
Kate:	Thanks. Thank you Craig so much						
	For saying so.				So (clausal)	Saying	
	Jane Jane's not happy						
Jane:	Mine's cold and....		Mine (exoph)		Mine [- 'my + one'] (nominal)	(mine) + cold	
	[general laughter]						
Mother:	You're having me on		You (exoph.)				
	[Inaudible overlap]						
Kate:	Well Jane think of smoked salmon.	[continuity:] Well				Salmon + -	
Craig:	Grab the pan.			The pan (exoph.)		Grab + pan	
Jane:	Oh no I'll grab the Pan I think	(continuity:) Oh no	I (exoph.)	The pan (exoph.)		Grab + pan	
Kate:	Oh.						

Jane:	Oh no no. It's						
Craig:	I'm sorry.		I (exoph.)				
	Mmm. Mine is sensational. Sensational.		Mine (exoph.)		Mine [= 'my + one'] (nominal)	(mine) + sensational, sensational	
Jane:	It's alright Kate.		It (anaph.)			(it) + alright	
	Oh the pan's been washed has it.	[continuity:] Oh		The pan (anaph.)			Wash + pan
Craig:	It hasn't has it.		It (anaph.)		[Ø: been washed] (verbal)		
	God mine's terrific.		Mine (exoph.)		Mine [= 'my + one'] (nominal)	(mine) + terrific	

All of devices above should contain in the text if the writer want to arrange a cohesive text. And these are as indication to explore about its texture. And this theory will be used by the researcher to conduct the research.

1.8 The Previous Study

There are previous studies about cohesion and coherence, these are Supong research comes to identify the role of cohesion and coherence play in the text and provide the overview some researches on coherence and cohesion writing. The result of this research proves that the participant apparently had developed a better understanding of writing and felt the teaching of coherence had provided them with resource useful for writing.



The other research talk about coherence is from Jones (2011) that investigates the Meta discourse to improve the coherence in academic writing. This research is analyzing an essay by a NNS at an Australian university. This research has very significant challenge that such students face.

There are many researches of writing area that has been touched on cohesion. The first research is Abdul Rohim's research (2009) came to investigate how cohesive device are used in the Jakarta Post's Editorial and whether cohesive device has the highest occurrence in the Jakarta Post's Editorial. The result of this research describes that both grammatical and lexical has the highest and lowest occurrence. The cohesion on the grammatical cohesive which has the highest occurrence is reference item especially personal reference. And in the lexical cohesion device, the writer found some repetitions in every text of Jakarta Post's editorial and it is as the highest occurrence lexically. But this research only investigated five texts of editorial newspaper of Jakarta Post. It can be further to investigate more text from Jakarta Post and not only in editorial newspaper.

Different from the research above, this research tries to analyze academic writing from student of university. Cohesion is not only important in the writing newspaper, magazine and entertain writing such as the book story but also in the personal writing like thesis. Everyone should pay more attention to the cohesion when they write or make a good text. So the researcher tries to prove cohesion from personal writing (thesis).

The second research is from Wulan Agustina (2012). The aim of this research was to describe discourse studies at cohesion in the articles on "Issues of the day" Strip in the Jakarta Post on March 2012 Edition. The result of this study was the writer found all types of grammatical cohesion like substitutions, references, ellipsis and conjunctions. And the writer found all of the lexical cohesion type like repetition, synonyms, antonyms, hyponim, meronyms and collocations.

The research above is the same with Abdul Rohim's thesis on cohesion in Jakarta Post, but Wulan Agustina delimit her research in the articles on "Issues of the Day". These researches quite different also with this research because both of them analyzed on the newspaper Jakarta Post in the editorial and articles the "issues of the day". The presented of data is just analyze the type of cohesion in the text.

The third research is from Liediawati (2000) that investigated whether the text of "National News" in Jakarta Post was cohesive or not. The writer tried to examine the



cohesive device and the violation of cohesive device in the text. She was used M.A.K Halliday and Hasan's cohesion theory. The result of this research shows that the fulfillment of cohesive devices is about 93.08% and the violation of cohesive devices is 6.92%. And she concluded that the text of "National News" in Jakarta Post was cohesive.

The fourth research is from Bisma Azzouz (2009) that presented the analysis of the use of grammatical cohesion devices in writing essays and examined whether student are familiar with grammatical cohesion. The aims of the research were to find the importance of using cohesive devices to create cohesive discourse. The result of this research showed that the use of grammatical cohesive devices by second year students of English at the Department of foreign Languages university of mentouri, Constatine, was quite enough. In this research, the writer investigated just the grammatical cohesion. It was not with lexical cohesion that has many contributions to make a good writing too.

The fifth study is from Hind Tahseen Hameed (2008) that analyzed the research on an English text from magazine concerned at indentifying cohesive element, which type of cohesion was the most substantive contribution to texture and whether this type is effective or not. She concluded that the most cited type of cohesion was reference. The writer of the research used Halliday and Hasan (1976) and Bloor and Bloor (1995) theories.

The sixth research is from Anastasia Tsareva (2010) that tried to reveal what type of grammatical cohesive relations were displayed in argumentative essays of academic written English. The aim of this research was to figure out to what extent cohesion contributes to the creation of a text. This research examined two groups English learners. There were Norwegian and Russian learners. The results of this research were that reference and conjunction were used extensively to establish cohesive relations that hold between sentences and T-units of argumentative essays by Norwegian and Rusian Learners. This research examined just grammatical cohesive.

The sevent research is from Upay Jasa (2009) aimed to apply the framework of cohesion proposed in Halliday and Hasan's Cohesion of English (1976) and Dooley and Levinsohn's common types of Cohesion (2001) to analyze of the cohesion in Lahu si folktales narrative text.

And the last research is from Melyyani (2014) aimed to reveal cohesion in EFL learner's academic essay as proposed by Halliday and Hasan. This research tried to



examine academic essay in grammatical, lexical cohesion and added by metafunction analysis.

All of researches commonly investigate the cohesion in the newspaper, magazine, student writing, and also from an argumentative essays and used the Halliday and Hasan's theory (1976) about Cohesion in English. Then the research in coherence usually investigated in the academic writing. This research is same with the previous research about coherence that investigates the academic writing. But, this research compares the two selected paper(s) at coherence and cohesion features. This research will prove that an EFL undergraduate paper(s) that written by A and B (pseudonym) from IAIN Syekh Nurjati Cirebon coherence and cohesion or not then compare the features of them.

1.9 The Methodology of The Research

1.9.1 The Objective of the Research

The objects of this research are EFL undergraduate papers arranged by A (pseudonym) and B (pseudonym) from the IAIN Syekh Nurjati Cirebon. The researcher has significant reasons why the researcher takes this place to do this research. The reasons lean on the finding of researcher that almost students of university have the difficulties to arrange the writing especially in writing a paper. They have difficulties to determine the field of the research, to find the related resource, to arrange the title, to search the first word in writing. Then they also have to pay more attention to the grammatical features and discourse device of their writing. The research finds their difficulties because fortunately the researcher studies in that university. So the researcher decides to do her research in IAIN Syekh Nurjati, whether the difficulties of students of university will influence to their writing especially in coherence and cohesion features then to prove the two selected paper(s) in IAIN Syekh Nurjati.

The other reasons why the researcher chooses A's paper (pseudonym) and B's paper because these papers have been examined by general assessment criteria for academic writing assignment in International Master's Program by Trzeciak et al (1995) and the A's writer becomes the best student of the English Department IAIN Syekh Nurjati Cirebon. So the researcher chooses these papers to compare the coherence features in paper(s) that indicate as good and inadequate paper of students whose study in IAIN Syekh Nurjati.



1.9.2 The Place And Time of the Research

This research will be complete in twelve weeks from April to June 2015.

And the schedule time of this research will be as follow:

Table 1.8: Schedule of the research

No.	Activities	Month and Week											
		April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	
1.	Preparation, Selecting, Mastering the theory	√											
2.	Choosing the media,		√										
3.	Arranging and Presenting Proposal,			√									
4.	Collecting data				√								
5.	Analyzing data					√	√						
6.	Presenting data							√					
7.	Arranging the conclusion and Thesis									√	√		
8.	Finishing												√

1.9.3 The Method of the Research

The design of this research is discourse analysis. Discourse analysis is used by the researcher when the researcher wants investigate the use of language applied in written language. The reasons why the researcher determines to use discourse analysis as the design of the research is because this research investigate the use of language in the written language especially the cohesion in the text. This research will be qualitative in analyzing of the cohesion in the academic writing. As in simple, discourse analysis is the study



of language use in society expressed by conversation or documentations (Given et al, 2008). Discourse analysis can be in written and spoken language. In this research, the researcher used discourse analysis in the written language.

As explained above, this research focuses on analyzing written text, so it is also included into content analysis as a specific design. Based on Ary (2010: 29) content analysis focuses on analyzing and interpreting recorder material to learn about human behavior and material may be public records, textbooks, letters, films, tapes, diaries, themes, report and other documents.

1.9.4 The Source And Type of the Data

1.9.4.1 Primary Data Source

The researcher uses the data from some resources, those are the primary data source and secondary data source. The primary data source is taken from the two EFL undergraduate papers arranged by A (pseudonym) and B (pseudonym) because these papers have been examined by general assessment criteria for academic writing assignment in International Master's Program by Trzeciak et al (1995) then indicate as good and inadequate papers. The A's paper was about phonology and talked about the intonation. The researcher will explore this paper because it is one of the best papers of English Department of IAIN Syekh Nurjati Cirebon. And the second thesis is from B (pseudonym), the researcher takes this paper because there are many error occurred in this paper. The researcher will compare the two selected paper(s) in the IAIN Syekh Nurjati Cirebon because the researcher will present the good and inadequate text feature to EFL learner's in this institute especially in coherence element. So that the researcher determines to investigate an EFL undergraduate paper arranged by A (pseudonym) and B (pseudonym).

Then the other reasons why the researcher chooses these papers because as quote from paper A's supervisor stated paper A has a good cohesive and coherence. As Bumela states

Saya sarankan kamu lebih baik menggunakan skripsi Evi alpiatu, karna skripsinya itu lebih ajeg. Dilihat dari segi kohesive dan coherence nya dapat dijadikan acuan



In contrast, paper B's supervisor also stated that paper B has less coherence.

As Arrasyid states

Yah... bisa dikatakan discourse marker dan cohesive devices gak begitu banyaklah karna saya ga detail, kalau detail mungkin saya menemukan beberapa juga, gak begitu banyak.

In addition, these papers have some interesting points such as in paper A, the researcher would get the information or knowledge about tonality, this paper has an example feature of a good paper. Then, the researcher also gives an example of inadequate paper and why the researcher should compare, because although in the inadequate paper, the researcher would explore the similarities features with a good paper.

1.9.4.2 Secondary Data Source

The secondary data sources are the theories and some references which are taken from books, electronic books, and journal to examine the coherence. The main references that used by the researcher are an Introduction to Systemic Functional Linguistic combined with the Language of Schooling, Cohesion in English's book and etc because the researcher uses the theory of Eggins (2004), Schleppegrell (2004) and Halliday and Hasan (1976) to examine the coherence and cohesion.

Then, in order to choose the primary data source, the researcher also needs an assessment rubric. The following is an assessment rubric based on Trzeciak et al (1995):

Criterion	Relevance of Content	Use of Source Material	Organization	Cohesion and Coherence	Language Accuracy	Presentation and Mechanical Accuracy
Excellent	Appears well-focussed and relevant	Sources thoroughly incorporated; seamless	Outline of the main ideas easily recognisable	Cohesive and discourse markers appropriate	Very few language errors; vocabularly, style	Clear presentation of both text and any tables and



	to topic and task; thorough coverage; well supported argument; wide scope	integration of sources; citation appropriate; complete absence of plagiarism; bibliography adequate and follows appropriate standards.	level to sections and paragraph clearly marked, thorough introduction and conclusion; follows conventions of the field.	usually used; forms a coherent whole; close, intelligible relationship between sentences; smooth flow of the text	and register appropriate to the topic and intended audience; closely follows the main discourse convention of the field	figures; proper format; correct spacing and indentation of paragraphs etc. virtually no errors of punctuation, spelling or capitalisation
Very Good	Appears focused and relevant to topic and task; thorough coverage with only minor aspect missing	Relatively good incorporation of reference with only minor inconsistencies in citation and bibliographical information; total lack of	Minor incompleteness or lack of clarity; sections and paragraphs generally divided well; introduction and conclusion well connected	Only minor inconsistencies in the use of cohesive and discourse markers, not affecting overall coherence; smooth flow of the text, but possible overuse of certain	No major difficulties in appropriate language use; follows the main discourse conventions of the field	Relatively clear presentation and format, but some unsystematic errors in mechanical accuracy

		plagiarism	to body; good adherence to conventio ns of the field	discourse markers.		
Good	Appears relevant to topic and task; possibly little limited in scope, too detailed in place and too long; some problems with substantiating argument s.	Adequate reference to source material, although some errors in evidence, absence of plagiarism though possible overuse of direct quotation and bibliography incomplete or inadequate in minor ways.	Some incompleteness or lack of clarity in the whole; sections and paragraph not divided perfectly; introduction and conclusion not well connected to the main body; minor problems in following the conventio	Relationship between sentences may occasionally lack smoothness; some misuse of cohesive and discourse markers somewhat affecting flow of the text.	Some problems e.g. in the level of formality and register; consistent errors in certain areas of grammar. But rarely impeding comprehension	Quite clear presentation, but with occasional inconsistencies in format and other mechanics of writing, but rarely impeding comprehension

			ns of the field			
Satisfactory	Many aspects irrelevant in terms of topic and task; quite unfocused and quite limited in scope, substantialiation patchy.	Reference to source material not consistent; quotations incorporated clumsily; limited bibliography with several types of error.	Sections and paragraphs do not form a clear whole; introduction and conclusion separate from the main body; apparent difficulty in following the conventions of the field	Lack of sentence transitions interferes at times with comprehension making relationship between sentences unclear; flow of text abrupt.	Several problems with appropriate style and register; grammatical errors effect comprehension	Very inconsistent in presentation and format, frequent errors in punctuation and spelling; difficult to understand
Poor	Clear difficulty in focusing and dealing with the topic; narrow	Clear difficulty in using and incorporating source material; problems with	Poor organization and division between sections makes comprehension of	Unsatisfactory cohesion makes comprehension very difficult; appears incoherent and lacking	Inappropriate style and register and frequent grammatical errors make	Errors in presentation, format, spelling, and punctuation make the text almost incomprehensible

	scope; need elaboration, no clear evidence of substantiation.	paraphrasing; inadequate bibliography; possible plagiarism	the whole very difficult	in logical flow	comprehension very difficult	insible
Inadequate	Clearly unable to deal with topic competently; too short and unfocused, completely lacking any form of clear argument	Very inadequate citation/lacking citation entirely; mostly plagiarized; does not fulfill academic requirements; no bibliography.	No apparent organization, making reading difficult; no apparent divisions between sections or paragraphs; lack of proper introduction and conclusion	Cohesive markers almost totally absence making writing fragmentary and practically incomprehensible	Number and type of errors make comprehension extremely difficult.	Partly or wholly illegible; errors in almost every sentence

1.9.5 The Instrument Of Research

The instrument of this research is the researcher herself because this research area is discourse analysis in the cohesion device which concerned with analyzing the text. According to Ary et al (2006:424) that the characteristics of qualitative research are “concern for context and meaning,



naturally occurring settings, human as instrument, descriptive data, emergent design and inductive analysis”. One of the characteristic of qualitative research as quote above is ‘human as instrument’. This research uses qualitative research, so the instrument of research is the researcher herself.

1.9.6 The technique of Collecting data

This research uses the documents technique. The purpose of this technique is to gain the deep understanding of the phenomenon in a study and the documents here refer to a large of written, physical, and visual materials including personal document such as diaries, autobiographies, letter; official such as files, report, memorandum; documents of popular culture such as books, films and videos; written text such as textbooks, novels, journals, logs, newspaper, transcripts, email messages and etc (Ary et al, 2006:442). The researcher uses this technique because the source of the data is taken from the document such as thesis, book, e-book, journals, and etc. This research investigates the cohesion in the text. The paper can be read in the Appendix 1 and 2. Then in order to choose the paper(s), the researcher has done analysis assessment for two paper(s) that will investigate.

This is an assessment of ‘The Analysis of **Tonality** in Students Monologue: A Discourse-Phonology Perspective’ from Evi Alpiatu Rohman as Paper A and an assessment of ‘The Process of Teaching and Learning in Pesantren Tarbiyatul Banin, Kaliwadas, Sumber-Cirebon’ from Rodiyah as paper B. The assessment criteria for students’ writing based on Trzeciak et al (1995) that shown:

1. The criteria for good text is:
 - Relevant of Content: Appears relevant to topic and task; possibly little limited in scope; too detailed in place or too long; some problems with substantiating arguments.
 - Use of Source material: Adequate reference to source material, although some minor errors in evidence; absence of plagiarism though possible overuse of direct quotations and citation; bibliography may be incomplete or inadequate in minor ways.
 - Organisation: some incompleteness or lack of clarity in the whole; sections and paragraphs are divided perfectly; introduction and



conclusion not well connected to the main body; minor problems in following the conventions of the field.

- Cohesion and Coherence: relationship between sentence may occasionally lack smoothness; some misuse of cohesive and discourse markers somewhat affecting flow of text.
 - Language Accuracy: some problems e.g. in the level of formality and register; consistent errors in areas of grammar, but rarely impeding comprehension.
 - Presentation and Mechanical Accuracy : quite clear presentation, but with occasional inconsistencies in format and other mechanics of writing, but rarely impeding comprehension
2. The criterion for inadequate text are:
- Relevant of Content: clearly unable to deal with topic competently; too short and unfocussed; completely lacking any form of clear argument.
 - Use of Source material: very inadequate citation/lacking citation entirely; mostly plagiarized; does not fulfill academic required; no bibliography.
 - Organization: no apparent organization; making reading difficult; no apparent divisions between sections or paragraphs; lack of proper introduction and conclusion.
 - Cohesion and Coherence: cohesive markers almost totally absent, making writing fragmentary and practically incomprehensible.
 - Language Accuracy: number and type of errors make comprehension extremely difficult
 - Presentation and Mechanical Accuracy: partly or wholly illegible; errors in almost every sentence.
1. The assessment for the paper A is:
- Relevant of Content: Appears relevant to topic and task; possibly little limited in scope; too detailed in place or too long; some problems with substantiating arguments.

Analysis text 1 in criteria of relevant of content is quite relevant because of some reasons. The reasons will be explained in analysis below. This is framework of analysis from the paper A:



- Title: The Analysis of **Tonality** in Students Monologue: A Discourse-Phonology Perspective

- Research question

The research questions from the paper A are:

1. How is **tonality** used by students as EFL learner?
2. What are the common patterns of **tonality** found in EFL learner's speech?
3. What does **tonality** tell us about **units of information, focus of information and status of information**?

- Content:

- a. The first paragraph explains about the **tonality, tonicity and tone** in general. These three subjects will be analyzed in this text.
- b. The second to twentieth paragraph explain **tonality** (unit of information) used in the student monolog. The second paragraph explains about the divisions of **tonality** that are **Pre-Head, Head, Tonic Syllable and Tail**. The third and the fourth paragraph are quotation from Parker & Graham, H. Palmer, R. Kingdon, M. Chun that explain the division of **tonality** and the software that will be used by the researcher to analyze the **tonality** (PRAAT software). The fifth to seventh paragraph explain the result of discussion of **information unit**. Then the eighth to twentieth paragraph describe the analyzing of **tonality** in the students monolog from the first to thirteenth paragraph.
- c. The twenty first to thirty eighth paragraph explain **tonicity** or **focus of information**. In the twenty first paragraph describes **tonality** and the theory of **'Given' and 'New'**. The text paragraph is quotation from Halliday about theory of **'Given' and 'New'**. The twenty third to twenty sixth paragraph describe the result of analyzing of **tonicity** and then the next paragraph to thirty eighth paragraph talk about the analyzing of **tonicity or focus of information**.
- d. The thirty ninth to forty fourth paragraph describe **status of information or tone**. **Tone** explained in the thirty ninth to forty second paragraph, then the result of analyzing of **tone** is explained in the forty third paragraph. The last paragraph explains the conclusion of analyzing of **tone**.



As explained above, this text is ‘relevant to topic and task’ because the title of the text concerns with analysis of tonality in students monologue and the field of research is phonology. The research questions are about tonality that is used in EFL learner’s speech, common patterns of tonality and whether tonality tells us unit of information, focus of information and status of information. Because the researcher analyzes the chapter 3 of the paper, so this text must explain the second research question above that are common patterns of tonality. Then the content concerns with analyzing of tonality, tonicity and tone.

This text is also ‘Possibly little limited in scope’ because just explain part of phonology that is in the intonation subject. This text is too detailed in place and it can be seen in the analysis of information unit that analyzes tonality (explain pre-head, head, tonic syllable and tail) in students monologue from the first to thirteenth paragraph and the analysis of tonicity that analyzes ‘New’ and ‘Given’ from information unit in detail. Then this text is also too long because the analysis of tonality is quite long in page 43 until 75, the analysis of tonicity is from page 76-84 and analysis of tone is from page 87-96 quite clear and long. But there are no some problems with substantiating arguments because this text uses some quotation to substantiate the argument.

- Use of Source material: Adequate reference to source material, although some minor errors in evidence; absence of plagiarism though possible overuse of direct quotations and citation; bibliography may be incomplete or inadequate in minor ways.

There are some quotations that are used by the writer of paper A:

- a. Parker & Graham (2002) explains about the four division of tonality (an Introduction to the Phonology of English for Teachers of ESOL)
- b. H. Palmer (1922) explains about three division of tonality
- c. R. Kongdon (1958) explains about five part division
- d. M. Chun (2002) explains about computers software (Discourse Intonation in L2 from theory and research to practice)
- e. Tench (2003) explains organization of information (Intonation, Meaning and Grammar)
- f. Halliday (1990) explains ‘given’ and ‘New’ (Spoken and Written Language)



From the fact above, the reference to source material is adequate enough, there are evidences to the quotation from Halliday, Tench, M. Chun (the researcher has checked it) although it is also some minor errors in evidence in the other quotation of the text and then there is no plagiarism because the citation is well using paraphrasing and direct quotation. Then the bibliography is incomplete, there is no bibliography from H. Palmer and R. Kingdon.

- Organization: some incompleteness or lack of clarity in the whole; sections and paragraphs are divided perfectly; introduction and conclusion not well connected to the main body; minor problems in following the conventions of the field

The text fulfill this criteria because the text is complete enough but there are still incomplete in writing some words or vocabularies like pre-head written ore-head, nucleus written nucleur, etc. But the ideas for each paragraph divided perfectly that is the second to twentieth paragraph explains the tonality first, the twenty first to thirty eighth paragraph explain the tonicity, then the last explain tone. In addition, the introduction is quite clear that explain the three main subjects such as tonality, tonicity and tone but there is no conclusion. Then it has minor problems in following the conventions of the field.

- Cohesion and Coherence: relationship between sentence may occasionally lack smoothness; some misuse of cohesive and discourse markers somewhat affecting flow of text.

The text has the criteria above that has relationship between sentence may occasionally lack smoothness because there is some inappropriate word. And there is some misuse of cohesive such as double using conjunction ‘and’ in the text, it should be conjunction ‘and’ between two things such as head and tail. This is the list of cohesive devices that are used in the paper A:

Table 1.9: the list of cohesion in the paper A

No.	Cohesive devices	Type of cohesive devices
1.	This	Demonstrative Reference
2.	Those	Demonstrative Reference



3.	And	Additive Conjunction
4.	As	Comparative Reference
5.	Or	Additive Conjunction
6.	These	Demonstrative Reference
7.	The	Demonstrative Reference
8.	That	Demonstrative Reference
9.	Because	Causal Conjunction
10.	Their	Personal Reference
11.	So	Causal Conjunction
12.	But	Adversative Conjunction
13.	It	Personal Reference
14.	Itself	Personal Reference
15.	Highest	Comparative Reference
16.	Differently	Comparative Reference

- Language Accuracy: some problems e.g. in the level of formality and register; consistent errors in areas of grammar, but rarely impeding comprehension.

The text fulfills the criteria because there are some problems in spelling the vocabularies. Then, there is an error in areas of grammar like the present tense without using 's' in the subject 'it'. This is the list of error spelling vocabularies:

Table 1.10: The list of error in the paper A

Word	Written in the paper
Pre-head	Ore-head
Nucleus	Nucleur



Tail	Tal
There	Thre
Head	Haed
Stressed	Sressed
Analyzes	Analizes
Are	Rea
And	Nad
Third	Thord
Information	Inromation
Unit of information	Of information
The	He

- Mechanical Accuracy : occasional inconsistencies in format and other mechanics of writing, but rarely impeding comprehension

There is some wrong punctuation in the text and repetition vocabularies in the other paragraph but it is not appropriate to the ideas of that paragraph. So it is impeding comprehension. Because of that, the text has the criteria above. Then according to the analysis above, the text 1 is in the level good because there are some errors in writing such as spelling the words, punctuation, some inappropriate words. But the paragraph organizes well, relevant to the topic, adequate sources, using much cohesive device etc.

2. The criterion for inadequate text are:

- Relevant of Content: clearly unable to deal with topic competently; too short and unfocussed; completely lacking any form of clear argument.

The paper talks about the method of teaching and learning in pondok pesantren Tarbiyatul Banat. This is framework of analysis from the text 2:



- Title: The Process of Teaching and Learning in Pesantren Tarbiyatul Banin, Kaliwadas, Sumber-Cirebon

- Research question

The research questions from the text 1 are:

1. How is the process of teaching and learning English in Pondok Pesantren?
2. What are methods are used in the process of learning English in Pondok Pesantren Tarbiyatul Banin?
3. What are the problems found during the teaching process of learning English in Pondok Pesantren Tarbiyatul banin?

- Content:

There are fourteen paragraphs in the paper B and the first paragraph is about the introduction that chapter will talk about. Then the next paragraph talks about the interview of the teacher concerns the method that is used in the boarding. Then the research finding is explained in the third paragraph. Then the fourth to the fourteenth paragraph explain the method of the teaching. It is relevant to the topic because the tittle talks about the process of teaching and learning then the research questions also talk about the process of teaching and learning, methods that are used by the teacher in Tarbiyatul Banin, and the problems that are found in the process of teaching and learning English in Tarbiyatul Banin. Because the researcher will analyze the chapter 3, so this text must explain the methods of teaching. Then this text is relevant but it is too short, every paragraph does not organize well with the main idea and also there much unclear argument contain in the text.

- Use of Source material: very inadequate citation/lacking citation entirely; mostly plagiarized; does not fulfill academic required; no bibliography.

The text has the criteria above because the sources of the paper 2 are just:

- Ahmad (2013)
- Oxford & Cookall (1990)
- Zainuddin et al (2011)

that sources above are very inadequate for academic writing. There are no bibliography about ahmad and Oxford & Cookall, there are some problems



with paraphrasing then the quotation is in the end of writing and this text does not fulfill academic because in the chapter 3 contains just five pages.

- Organization: no apparent organization; making reading difficult; no apparent divisions between sections or paragraphs; lack of proper introduction and conclusion.

This paper has the criteria above because there is just introduction without conclusion and the main body is unfocussed, and it is not section in every paragraph.

- Cohesion and Coherence: cohesive markers almost totally absent, making writing fragmentary and practically incomprehensible.

There is cohesion but limited. The most errors of the text are in areas grammar then choosing the words that make it difficult to read. Most ideas cannot deliver clearly that's why makes the text incomprehensible. This is the list cohesive devices that are used on the text:

Table 1.11: The list of cohesion in the Paper B

No.	Cohesive devices	Type of cohesive devices
1.	The	Demonstrative reference
2.	This	Demonstrative reference
3.	And	Additive conjunction
4.	Because	Causal conjunction
5.	As	Comparative reference
6.	But	Adversative Conjunction
7.	So	Causal conjunction
8.	Their	Personal reference
9.	That	Demonstrative reference



- Language Accuracy: number and type of errors make comprehension extremely difficult

The paper B fulfill criteria above because there much errors in the text. The errors type of grammar are placing **to be** like am, is, are following verb 1, plural and singular are not in the suitable place, verb 2 following verb 1, verb-ing without placing to be, error in spelling the words, errors in using passive voice. These errors make comprehension very difficult.

- Mechanical Accuracy: partly or wholly illegible; errors in almost every sentence.

The paper B fulfill criteria above because there are much errors in punctuation and spelling words but not almost. So this text does not fulfill the criteria above. Then according to the analyzing above, the text 2 is in the level inadequate because there are some errors in writing and grammar that make difficult to be read. In addition, this text is too short, the chapter 3 contains of five pages without conclusion.

1.9.7 The Technique of Data Analysis

The data is analyzed by documentation technique in qualitative approach.

There are the steps of analyzing data based on Lodico et al (2010, 180) such as:

- a. Preparation for analyzing the data.

The researcher will prepare to make the data easy to analyze and read.

- b. Review and explore the data.

In this step, the researcher begins to read the data carefully. Then the researcher reviews the whole data in order to get the understanding of the text. And the researcher makes a table to analyses the text then separates the text from sentence by sentence and determines the coherence.

- c. Code data into several kinds.

After analyzing and reading the data through reviewing, the researcher will code the data into several kinds of data for example: in this research there are registerial coherence, grammatical cohesion and lexical cohesion and the term that will be used as bellow:

Table 1.12: The list of Code and Categories



Code	Categories
Field	F
Tenor	T
Mode	M
Exp	Experiential meaning
Int	Interpersonal meaning
Tex	Textual meaning
Pr.	Process
Circ.	Circumstance
Conjunct.	Conjunction
Continua.	Continuative
Mod	Modal
Neg	Negative
S1 (a)...	Sentence 1 clause a

- d. Construct thick descriptions of Coherence and Cohesion analysis.

In this step, the researcher will analyze the data with deep explanation and reason why the sentence will be called as good and poor categories based on registerial and cohesion analysis. The analysis will be shown below:

Registerial analysis:

Table 1.13: The example of registerial Coherence's analysis

Three lines of meaning	This writing	will	analyze	the tonality	found	in the speech
Exp= F	Actor	Pr. material		Goal	pr. Material	Circ. Location
Int= T	Subject	Finite	Predicator	Complement	predicator	Adjunct: Circ.
	MOOD		RESIDUE			
Tex= M	THEME	RHEME				

Cohesion analysis:

S1 (a) *this* writing will analyze *the* tonality

(b) found in the speech.



In S1 (a), there is demonstrative reference ‘this’ indicates as determiner in the text and demonstrative reference ‘the’ also exists in the text acts as cataphoric that functions as clear identity.

- e. Build themes and test hypotheses.

In this step, the researcher will be back analyzing the data deeper and examine the text sentence by sentence from the result of the previous stage. The researcher keeps on to analysis the data until getting the deep understanding of the text.

- f. Report and interpret data.

The researcher reports the data based on the result of analyzing the data and present it into percentage. In this stage, the researcher will conclude the data and answer the question research based on the result of analyzing.





CHAPTER V CONCLUSION

5.1 Conclusion

This study was conducted within a discourse analysis perspective which concerns in the exploring of coherence in the two undergraduate papers. This thesis is a comparative analysis within entitle A Comparative Analysis on Coherence in the Two Undergraduate Paper(s): A Discourse Analysis Perspective. The main sources of this thesis are the two undergraduate papers from IAIN Syekh Nurjati that indicate as a good and a poor paper called as paper A and paper B. Besides, this study explains the registerial coherence, cohesion feature and comparative analysis in those papers. The first point of this thesis presents the coherence feature of the paper A, the second point is also the same subjects in the paper B and the third point is the comparison between those. The result of this analyzing are presented below:

The registerial coherence on sub field in the paper A consists of all processes where relational process is found in the paper A with 494 clauses or 43.7% as dominant process. The tenor of the paper A in interpersonal mood structure is impersonality third person declarative mood with 100% means that the writer serves herself as an objective expert and knowledgeable providers of information about tonality. The mode in the paper A is dominated by marked theme with 60.6% and almost clauses use adjunct conjunction indicates that the paper A more coherence. For the data of cohesion, the paper A has fully variety of cohesion such in grammatical cohesion and conjunction has been found in the paper A with 1166 markers or 52.10% as dominant device. In lexical cohesion in the paper A is found 43 chains and reiteration gets the highest chain with 41 chains or 95.35%.

In contrast, in the paper B is found material process with 79 clauses or 69.3% as dominant process. And the tenor of the paper B uses impersonality third person declarative mood with 99% and interrogative with 1% means that the writer serves as knowledgeable provider which ask something to the reader. Besides, there are many errors occur in the text such error in placing to be, using 'by' for passive voice, using plural noun, using tenses such as using verb ing without to be, and etc. Those errors make difficulty to identify and read the paper. And the mode in the paper is dominated by unmarked theme with 57% means that

the writer usually uses subject as theme. So the paper A has high level coherence and the paper B has low level coherence. And then for cohesion in the paper B on grammatical cohesion, the dominant device is reference gets 72.68%. Then, there are 11 chains lexical cohesion and reiteration is the dominant chain with 10 chains or 91%

In comparative analysis, there are some similarities and differences those papers in the two features above such as the similarities exists seven points such as in categories declarative mood, personal reference 'it' and 'they', demonstrative reference, comparative reference, substitution, nominal ellipsis and repetition. Besides, there also differences such in categories process type, degree of modality, mode, grammatical cohesion and its number, the personal reference and its number, conjunction and the number of lexical cohesion.

In sum, based on findings the researcher would conclude that paper A is sure a good paper with using coherence and contains fully variation of cohesion then paper B has sure inadequate paper because it has less coherence and little cohesion contains. But, there are similarities and differences features between those. In addition, these findings also prove that coherence also exists in inadequate paper but the level is also difference. Paper A has high coherence with the fully variation of cohesion in the paper that functions well and paper B has less coherence with a few of cohesion that functions errors in the paper and makes it incomprehensible to read.

„Suggestion

This research can give positive result of research because this research will be useful for some people such for students of university who is arranging the thesis because this study contains of many theories and explanation to make a good writing. Then for the supervisor who guides the students of university, this study can be as resource. Besides, this study also has significant utility for English Language Teaching Department especially in IAIN Syekh Nurjati, because it can be as measurement to reform the curriculum, in addition there is no discourse subject learnt in this institute but this research presents the important element and discourse. The last this study can be as reference for the next researcher.

Then the researcher expect to next researcher to add the other elements to examine the text, not only in sub registerial coherence and cohesion, the next researcher can add generic coherence and also grammar analysis. Then the object can be added into three or four papers to make the pure analysis.





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