AN ANALYSIS OF COHESION IN TEXTS MADE BY ELT 7TH STUDENTS OF IKIP PGRI MADIUN: A DISCOURSE ANALYSIS

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ABSTRACT

The purpose of this research is to identify the cohesive devices and thematic progression which are constructed in texts made by ELT 7th Students of IKIP PGRI Madiun on Final Project of Psycholinguistic Class. This research is conducted by using Discourse Analysis and qualitative research approach. The type of this research is library research, using document as object. The technique of analysing data is Flow Model. This result of this research are: (1) The researcher finds that the cohesive devices which the most frequently used in all data is Reference with the total 122 reference, 5 substitution, 4 ellipsis, 86 conjunction, and 15 lexical cohesion. (2) The researcher finds that thematic progression in each data is different. Data one consists of 9 Linear TP and 8 Constant TP. Data two consists of 10 Linear TP, 7 Constant TP, 1 Split Theme, and 2 Split Rheme. Data Three consist of 4 Linear TP and 11 Constant TP. Data four consists of 18 Linear TP, 3 Constant TP, and 1 Split Rheme. And the last one is data five consists of 4 Linear TP, 2 Constant TP, and 2 Split Rheme.

Key Terms : *Cohesion, Cohesive Devices, Thematic Progression*

1. Introduction

English as an international language have been used by whole people in the world. It has many important roles in some activities especially in nowadays. Therefore, many educational institutions in Indonesia include English as a lesson in compulsory subjects in educational institution which is intended to prepare students to face the real world when they will be graduated. In learning English, there are some skills to be learned, they are listening, reading, speaking and writing. But spoken and written are the most essential thing to be learned.

It is noteworthy that text exists in both written and spoken language. In the former, the writer who produces it whereas in the latter it becomes language in use only if it is recorded for example, it will create discourse. According to McCharty (2005: 5), "Discourse analysis is concerned with the study of relationship between language and the context in which it is used." The statement above means that discourse analysis is the study of the correlation between the language and

context of the language in used. Discourse analysis is not only concerned with the spoken text but it also concerned with written text.

Text is a real thing which is used as an object. Hasan and Halliday (1976: 1) say,

> "A text is a unit of language in use. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size. A text is sometimes envisaged 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: by constituency, the composition of larger units out of smaller ones ."

It means that a text is not only consists of a clause or a sentence, but it is larger than clause or sentence. Every sentence in a text always related to another sentences or clauses.

Texture is one of the characteristic of the text. According to Hasan and Halliday (1976:2), "A text has texture and this is what distinguishes it from something that is not a text. Texture is the basis for unity and semantic interdependence without text, and text without texture would just be a group of isolated sentences with no relation to one another." It means that text and texture are completing each other. Texture is marked by tight relation and this is what it is called as cohesion which exist within text.

It needs to be considered that having linguistic ties is important to be constructed a cohesive discourse. Researchers such as Hassan and Halliday (1976: 3) see that using linguistic ties makes the text more cohesive and understandable, and also one way of achieving cohesion in text is through thematic progression, which involve the relationship between clauses based on the information. But, it seems that people do not use those devices efficiently because they have many problems in writing effective discourse in general and in using cohesive devices in particular.

After discovering some problems as mentioned above, the researcher will take one occasion as research in IKIP PGRI Madiun about cohesion in texts made by ELT (English Language Teaching) 7th students especially in Psycholinguistic class on final project. Most of the students have some problems in making the final project in text. Based on the reasons above, the researcher would like to analyze which conduct the cohesion on texts of entitled: *"An Analysis of Cohesion in Texts made by ELT 7th Students of IKIP PGRI Madiun :A Discourse Analysis"* which will be focused on analysing cohesive devices and thematic progression constructed in texts made by ELT 7th Students of IKIP PGRI Madiun.

2. Method

The researcher chooses the qualitative research approach to be applied in this research because the result of the research will be presented in sentences. The type which is used in this research is *Library Research.* The researcher applies library research as the one of the research types based on the place of the research. In this research to begin the study the researcher gets data from document of final project of Psycholinguistic class by ELT 7th Students of IKIP PGRI Madiun.

In analysis approach, the researcher might focus on the analysis of cohesive devices from Halliday and Hasan's theory which tells about five cohesion devices (cohesion ties). Cohesive devices which used in each data will determine the relation and the fitness between sentences in the data. For thematic progression (TP) analysis, the researcher uses McCabe theory which tells about the pattern of thematic progression in each data. The relation between sentences can be seen in using patterns of thematic progression. In analysing data, the researcher uses Flow Model. In flow model, data analysis consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing and verification (Miles and Huberman, 1994: 10).

3. Research Finding and Discussion

3.1 Cohesive Devices Constructed in Texts Made by Elt 7th Students Of IKIP PGRI Madiun

Cohesive devices are classified into five majors: reference, substitution, ellipsis, conjunction, and lexical ties. In this research, there are not all text have all types of cohesive devices. It means that each text will not have exactly the same type of cohesive devices with others.

In analysing cohesive devices, the reseracher makes code as the first step. Because the data consist of sentences, it will be easier if every sentence in each data is given by code. After that, each data included in a table which consists of the types of cohesive devices in that data, the location (number and sentence), and the total of each cohesive devices. It will be found the total and percentage of cohesive devices in all data.

The first cohesive devices type which has been found in all of the data is reference. It includes of three types. They are personal reference, demonstrative reference, and comparative reference. In this case, the researcher finds all types of reference in all of data. Therefore, data one, two, three, four, and five consist of personal reference, demonstrative reference, and comparative reference.

The second type of cohesive devices is substitution. It consists of nominal substitution, verbal substitution, types. They are reiteration and collocation. Reiteration consists of four categories: repetition, general noun, synonym, and

Types of cohesive devices	Data					Total	%
	1	2	3	4	5		
Reference	17	18	25	32	20	112	50.45%
Substitution	2	1	-	1	1	5	2.25%
Ellipsis	-	-	-	1	3	4	1.8%
Conjunction	12	22	14	22	16	86	38.73%
Lexical Cohesion	4	3	1	3	4	15	6.75%

and clausal substitution. But researcher only finds substitution on data one, data two, data four, and data five. The four data have the same type of substitution. It is nominal substitution. In addition, there is clausal substitution found in data one.

The third type of cohesive devices is ellipsis. Similar with substitution, ellipsis consists of nominal ellipsis, verbal ellipsis, and clausal ellipsis. From all of data, the researcher finds two types of ellipsis. They are nominal ellipsis on data four and verbal ellipsis on data five.

The next type of cohesive devices is conjunction. Conjunction is divided into four types: additive, adversative, causal, and temporal. The researcher finds all types of conjunction on data one, two, four, and five. For data three, there are only two types of conjunction.

The last type of cohesive devices is lexical cohesion. It categorized into two

superordinate. The researcher finds all categories of lexical cohesion in data one, two, four, and five. In data three, only reiteration which can be found by researcher.

The table and the chart below show the result of the types and percentage of cohesive devices used in all data.
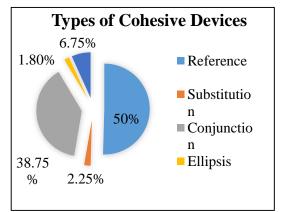
Table 1. Type of Cohesion Devices in data 1-5

Chart 1. Type of Cohesion Devices

3.2. *Thematic Progression Constructed in Texts Made by Elt 7th Students Of IKIP PGRI Madiun*

Thematic progression gives significant contribution to keep the text coherent. The coherent text can be seen from how the information in the clauses goes on, that is the progression from theme to rheme in a clause. So the researcher analyse data using determiner of theme and rheme in every clause and determine which suitable pattern of thematic progression based on the data.

- Data 1 (Wahyu Tri Mulyani / 7C / 10321350)

    In every data, certainly in this data, there are four number will be analysed by researcher. For data one, the pattern of thematic progression almost similar in every number. This data does not use all patterns as mentioned in the previous chapter, but it uses two of them of thematic progression's pattern. For number two, three, and four have same types; they are Linear Thematic Progression (TP) and Constant TP. Only number one does not have Constant TP but it still has Linear TP.

- Data 2 (Binti Hidayatul Rofiah / 7C / 11.321.110)

    All of pattern of thematic progression used in this data. Number one to four use Constant TP. For Linear TP, it exists in number one and three. In addition, there are Split Theme in TP and Split Rheme in number three and four.

- Data 3 (Bagus Ade Rianto / 7C / 11.321.097)

    This data only use 2 pattern of thematic progression, they are Linear TP and Constant TP. Constant TP exists in number one, two, and four. Number consists of Linear TP only.

- Data 4 (Sofie Solid Sugiarto / 7C / 11.321.088)

    This data uses many Linear TP in every sentence. Not only Linear TP appears in this data, there are also constant TP and Split Rheme TP exist in this data too.

- Data 5 (Ermy Krismayanti / 7C / 11.321.111)

    In this data, there are only few pattern used. Although, there are three kinds of pattern of thematic progression exist in this data, but the total is slightly.

4. Conclusion and Suggesstion

4.1. Conclusion

The researcher concludes the material based on research question. So, there are two main discussion that will be explained by the researcher, namely : a) the cohesive devices constructed in texts made by ELT 7th Students of IKIP PGRI Madiun, b) thematic progression

constructed in texts made by ELT 7th Students of IKIP PGRI Madiun.

a. The Cohesive Devices constructed in Texts made by ELT 7th Students of IKIP PGRI Madiun.

In this case, the researcher finds about two things. The first is the percentage of cohesive devices types which used by 7th semester students ofIKIP PGRI Madiun in their data. The rest is the fitness of each type of cohesive devices within sentences on text in the data. Each data will describe the role of each cohesive devices whether they can relate the sentences each other or not.

b. Thematic progression constructed in texts made by ELT 7th Students of IKIP PGRI Madiun

The analysis of thematic progression enables texts to be negotiated by involving the elements of Theme and Rheme. Theme makes a significant contribution to the cohesion and coherence of a text by determining or influencing the way thematic elements succeed each other. The researcher uses theory of Danes (cited in Ebrahimi,

2012: 212). She developed a number of types of thematic progression (TP) that manifest differently in different genres including linear TP, constant TP, split theme TP, and split Rheme Progression.

In this case, the researcher analyses the data based on theories and finds about patterns used in each data are different each other. The researcher concludes that each data does not always have all of the types of TP which means they always have different pattern of TP.

4.2. Suggestion

The researcher writes about an analysis of cohesion in texts made by ELT 7th students of IKIP PGRI Madiun. This research is created to give information and reference about cohesive devices and thematic progression constructed in each text of the data. Then, this research will give input to everyone who interested in the discourse study especially about cohesion in the text or everything that deals with the topic that have been presented in this research.

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