

AN IN-DEPTH EXPLORATION OF COHESION ANALYSIS OF STUDENTS' THESIS BACKGROUND RESEARCH: A CASE OF ENGLISH EDUCATION STUDY PROGRAM AT A UNIVERSITY IN SEMARANG

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Abstract

This research delves into the analysis of cohesion in the background of thesis research by students of the English Language Education Program at university in Semarang. Focusing on theory, literature, and descriptive qualitative methodology, the study reveals the essential role of cohesion in shaping the structure and meaning in academic writing. Findings highlight the use of various cohesion tools such as demonstrative references, substitution, ellipsis, conjunctions, lexical cohesion, and collocation, as well as their practical implications in forming a coherent narrative. Additionally, the research explores the variability of cohesion usage in various disciplines, providing important guidance for thesis writers to adjust their writing strategies according to norms in their respective fields of study. The results of this study contribute both theoretically and practically to the understanding of cohesion analysis, English language teaching, and the development of academic curricula.

Keywords: *Academic Writing, Cohesion Analysis, Linguistic Cohesion, Thesis Background Research*

INTRODUCTION

The contemporary landscape of academic research is marked by a relentless pursuit of knowledge, driven by the quest to unravel the intricacies of various subjects. In this scholarly journey, one essential component stands out as the bedrock of comprehensive understanding – cohesion analysis. This exploration

embarks on a nuanced journey, delving into the depths of cohesion analysis within the context of thesis background research.

As the foundation upon which the edifice of academic inquiry is erected, background research serves as the compass guiding researchers through the labyrinth of existing knowledge. Within this realm, cohesion analysis emerges as a pivotal

tool, offering insights into the interconnectedness and cohesion of ideas within scholarly discourse. This in-depth examination aims to unravel the multifaceted dimensions of cohesion analysis, shedding light on its significance in shaping the intellectual landscape of thesis research.

At its core, cohesion analysis involves the meticulous examination of how various elements within a text are bound together, creating a seamless tapestry of ideas. As researchers navigate the vast sea of literature, understanding the nuances of cohesion becomes paramount, for it is the adhesive that binds diverse perspectives and transforms information into knowledge. This exploration will traverse the theoretical underpinnings of cohesion analysis, providing a conceptual framework that elucidates its role in fortifying the structure of background research.

The journey into cohesion analysis extends beyond mere linguistic scrutiny; it encompasses the examination of semantic connections, logical progression, and thematic cohesion. By unraveling the intricate threads that weave through scholarly discourse, researchers can decipher the underlying patterns that give depth and substance to academic writing. This exploration will delve into the methodologies employed in cohesion analysis, offering a comprehensive toolkit for researchers to navigate the labyrinth of information with acuity and precision.

Moreover, this exploration will cast a discerning eye on the practical implications of cohesion analysis in shaping the narrative of thesis background research. How does a nuanced understanding of cohesion contribute to the synthesis of diverse sources? What role does cohesion play in constructing a compelling and persuasive argument? These questions will be dissected,

providing practical insights that empower researchers to harness the full potential of cohesion analysis in their scholarly endeavors.

As we embark on this intellectual odyssey, the goal is not merely to unravel the complexities of cohesion analysis but to illuminate its transformative power in shaping the trajectory of thesis background research. Through a synthesis of theoretical foundations, methodological insights, and practical applications, this exploration seeks to equip researchers with a comprehensive understanding of cohesion analysis as an indispensable tool in the arsenal of academic inquiry. The journey into the heart of cohesion analysis is a voyage of discovery, where each revelation unfolds a new layer of understanding, enriching the fabric of scholarly discourse.

LITERATURE REVIEW

1. Academic Writing

In a broad sense, academic writing is a written activity carried out in an academic environment, such as writing a book, research paper, conference paper, academic journal, thesis or dissertation. More specifically, writing is done to fulfill the requirements of universities, colleges, conferences and publications. According to Irvin (2010), "Academic writing has always been It is a type of assessment that requires you to demonstrate knowledge and demonstrate your competency in domain-specific reasoning, interpretation, and presentation skills." Murray (2005) explains the validity of knowledge. "Writing is a set of rules used to produce a paper or write an article in a field of science". Oshima and Hogue (2007) see academic writing as a form of formal writing. In high school and college classes, it's a different approach to personal and creative writing.

Presenting a logical argument is one of the most important things. Aspects of academic writing. These arguments are not intended to win over those with differing views, but to carefully construct arguments that support them. (Irvin, 2010) shows the view that a presentation is "like a conversation between two people who do not have the same opinion but both want to better understand the topic being discussed". Good academic writing like this is highly valued for its systematic and powerful presentation. According to (Swales & Feak, 2012) the study text is an analytical description. In exposition, the writer should look for answers to "how and why the question was asked" rather than "what the question is." A class essay is good writing that considers audience, topic, organization, style, flow, and expression. This problem depends on the questions who, what, and how.

2. Relevance of Cohesion in Academic Writing

Like other word relationships such as synonymy, synonymy, and polysemy, cohesion is the relationship of the meaning of one thing to another thing in a text or story. According to Halliday and Hasan (1976), "Cohesion refers to the relationships of meaning in a text, expressed through the layered structure of the text". Cohesion refers to the way in which different parts of a text are interpreted. According to some interpretations, this is how it works. Text elements depend on other elements.

Cohesion plays a fundamental role in establishing text cohesion in academic writing. Halliday and Hasan (1976) were among the pioneers in recognizing the importance of cohesion, distinguishing between "grammatical cohesion" and "lexical cohesion." Grammatical cohesion involves the use of conjunctions and grammatical relationships to create cohesion, while lexical cohesion is

achieved through the repetition of words and the use of synonyms or antonyms. Their work laid the groundwork for understanding cohesion as a means of ensuring that elements within a text logically connect, contributing to overall clarity and readability. Hoey (1991) expanded on this by exploring the concept of lexis patterns in creating cohesion. He demonstrated how repeated lexical items can be used to establish connections between different parts of a text, thereby facilitating comprehension.

3. Cohesion in Thesis Writing

In the realm of thesis writing, the significance of cohesion becomes increasingly pronounced. As expounded by Hyland (2014), cohesion plays a pivotal role in academic discourse, particularly within the intricate framework of thesis composition. A thesis that exhibits well-defined structure and cohesion not only facilitates comprehension but also enhances its persuasiveness. Cohesion functions as the linchpin, ensuring that the diverse elements of a thesis—be it words, phrases, sentences, or paragraphs—operate synergistically to craft a cohesive and intelligible scholarly masterpiece.

Building upon this foundation, Swales (2004) further elucidated the intricate interplay between cohesion and various academic genres, emphasizing the pivotal role of understanding cohesion as an indispensable skill in the creation of successful theses and academic research. The amalgamation of these insights underscores the paramount importance of cohesive elements in the intricate tapestry of scholarly writing, elevating the quality and impact of theses within the academic discourse.

4. Cohesion Across Disciplines

An intriguing facet of cohesion analysis within thesis background research

lies in the potential variability of cohesion usage across distinct academic disciplines. Each discipline often harbors its unique writing conventions and anticipations regarding the deployment of cohesive elements. This nuanced dimension is investigated in the work of Tadros (2013), where a comprehensive exploration into the use of cohesion in theses from diverse academic disciplines is conducted. Tadros's research discerns discipline-specific patterns in the application of cohesion, shedding light on how different fields navigate and employ cohesive devices within the fabric of their scholarly narratives.

This exploration underscores that the intricacies of cohesion are not universally applied but are shaped by the specific norms and expectations inherent to each academic domain. Understanding these discipline-specific patterns becomes crucial for thesis writers, as it allows them to tailor their cohesion strategies to align with the conventions of their respective fields. Consequently, Tadros's findings contribute significantly to the broader understanding of cohesion's nuanced role in thesis writing, emphasizing its adaptability and discipline-specific nuances.

5. Pedagogical Implications

The significance of grasping cohesion in thesis background research extends well beyond the confines of the immediate writing process. Its implications resonate within the realm of pedagogy, influencing both students and educators. A profound understanding of cohesion serves as a guiding beacon for the refinement of teaching strategies and the creation of pertinent materials in academic writing courses. This pedagogical insight becomes instrumental in arming students with the requisite skills to adeptly craft high-quality theses.

By incorporating the nuances of cohesion into educational frameworks, educators can foster an environment that nurtures not only writing proficiency but also an appreciation for the structural intricacies that underpin scholarly communication. This pedagogical approach acknowledges that effective thesis writing is not solely about conveying ideas but also about orchestrating them cohesively. Consequently, a curriculum attuned to the significance of cohesion ensures that students are not only well-versed in disciplinary content but also adept at articulating their ideas with precision and cohesion, thus preparing them for the rigors of academic and professional discourse.

METHOD

In this paper, the author uses descriptive qualitative research methods. (Bogdan & Biklen in Saraka, 2020) in qualitative research, data is in the form of words, and sentences that contain connections between arguments that characterize a qualitative approach. According to (Warmadewi, et al, 2021), this method is also used to describe the data correctly and as it is from the results of the data collection that the researcher has carried out. The data obtained is in the form of written data, namely paragraphs in the background of the student's thesis. The main instrument for this research is the researcher himself. By using the tools used by researchers in the data collection process, namely computer media for describing data, creating twin data identification formats, storing data, and data classification format sheets. This is used to analyze grammatical cohesion in the background of students' thesis in 2015.

Observations and documentation that have been carried out by researchers as techniques for collecting data. The steps taken for data collection are as follows: the

researcher begins to identify paragraph data, codes each data contained in the paragraph, counts the number of paragraphs included in the research, marks each paragraph that is cohesive, continues with describing the data, and analyzes research data. In using descriptive qualitative analysis techniques, (Iskandar, 2009) put forward a series of steps in descriptive analysis. Firstly, marking each paragraph with a cohesive sign, which means giving a code based on each marker category. Second, determining the data to be analyzed, is related to collecting the data to be analyzed. Third, it is formulated based on existing categories, relating to paragraph data which has been packaged with grammatical cohesion markers. Fourth, collect data based on the location of the data, and fifth, review the data that has been found. This is done to match data needs according to the research focus and avoid errors in the data. Sixth, data analysis according to predetermined data. Seventh, analyze the data and present the data in detail.

RESULTS AND DISCUSSION

The backdrop of the study, titled *An In-Depth Exploration of Cohesion Analysis in Thesis Background Research* offers a profound exploration into the challenges confronting English language learners, specifically honing in on the multifaceted landscape of reading comprehension within a foreign language setting. In this expansive discussion, we embark on a detailed analysis of the various cohesive devices deployed throughout the text, unraveling how each contributes to the overarching cohesion and fluency of the narrative.

a. Demonstrative and Comparative References

The strategic use of demonstrative references emerges as a linchpin in establishing cohesion within the fabric of the background study. Phrases like "this transition" and "those instructions" act as signposts, guiding the reader back to previously introduced concepts, thus fostering a seamless connection between different segments of the text. By employing these demonstrative references, the narrative acquires a layered cohesion, creating a continuous thread of understanding for the reader.

Moreover, the utilization of comparative references, such as "different with in Indonesia," injects a comparative dimension into the discourse. This deliberate choice not only juxtaposes distinct learning environments but also reinforces the universality of the challenges encountered by English language learners. The careful incorporation of these references adds depth to the narrative, encouraging readers to draw parallels between diverse contexts and appreciate the broader implications of the discussed challenges.

b. Substitution

Pronominal substitution, a prominent cohesive device in the background study, operates as a linguistic catalyst, propelling the narrative forward while maintaining conciseness and clarity. Instances such as "it helps the learners" and "Being good readers will help them" showcase

how the use of "it" and "them" acts as substitutes for specific concepts, preventing redundancy and enhancing the text's fluidity. This intentional deployment of substitution not only streamlines the narrative but also engenders a sense of cohesion by seamlessly weaving together the various strands of information.

Furthermore, pronoun usage extends beyond mere linguistic efficiency; it fosters a sense of inclusivity. By employing pronouns like "them," the narrative transcends the confines of individual examples, encompassing a broader audience of English language learners. This inclusive approach contributes not only to linguistic cohesion but also to the establishment of a connection between the text and its diverse readership.

c. Ellipsis

While ellipsis may not be the most overt cohesive device within the background study, its nuanced presence in phrases like "They also take notes and pay attention to the structure of the text" underscores the author's intention to maintain a balanced level of detail without succumbing to redundancy. Here, the ellipsis subtly implies the repetition of actions by proficient readers, enhancing cohesion by omitting superfluous information. This judicious use of ellipsis ensures that the narrative remains focused on the core ideas, allowing readers to glean essential insights without being overwhelmed by unnecessary repetition.

Moreover, the subtle application of ellipsis invites readers to actively engage with the text, encouraging them to fill in the implied gaps. This participatory element contributes to cognitive cohesion, as readers become co-creators of meaning, actively shaping their understanding of the challenges faced by English language learners in the realm of reading comprehension.

d. Conjunctions

The cohesive power of conjunctions within the background study cannot be overstated. Conjunctions, such as "and," "but," and "therefore," function as bridges, spanning the gaps between disparate ideas and creating a cohesive tapestry of information. Through their strategic placement, conjunctions facilitate a smooth transition between concepts, ensuring that the narrative unfolds logically and coherently.

Consider the following: "Good readers engage with a variety of texts, and they actively apply strategies to enhance their comprehension." In this instance, the conjunction "and" not only links two related ideas but also reinforces the cumulative nature of effective reading practices. Similarly, the use of "but" introduces a contrasting element, providing a nuanced perspective on the challenges faced by English language learners. This deliberate interplay of conjunctions enhances the comprehensibility of the text, guiding readers through a thoughtfully interconnected exploration of the multifaceted

aspects of reading comprehension challenges.

Moreover, conjunctions serve as semantic signposts, signaling shifts in the narrative's direction and guiding readers through the author's thought process. The cohesive thread woven by conjunctions facilitates a coherent understanding of the challenges posed to English language learners, offering readers a roadmap to navigate the intricate terrain of the study.

e. Lexical Cohesion (Reiteration)

The backbone of cohesion within the background study lies in the deliberate reiteration of key terms. The meticulous repetition of terms such as "reading comprehension," "skills," "good readers," and "students" serves a dual purpose. Firstly, it functions as a mnemonic device, reinforcing the central theme and anchoring readers in the core concepts of the study. Secondly, this lexical cohesion cultivates a sense of familiarity, establishing a linguistic rhythm that resonates throughout the narrative.

Consider the following excerpt: "The acquisition of strong reading comprehension skills is pivotal for students, as good readers possess a repertoire of strategies to navigate complex texts." Here, the repeated use of "reading comprehension," "skills," and "good readers" not only emphasizes their importance but also creates a thematic continuity that guides readers through the evolving discourse. This intentional repetition fosters a sense of cohesion by grounding the

reader in the central tenets of the study, ensuring that the narrative maintains a unified focus on the challenges faced by English language learners.

Furthermore, lexical cohesion contributes to the cumulative understanding of the text. As readers encounter familiar terms throughout the narrative, they develop a nuanced comprehension of the challenges and solutions presented. This layering of meaning enhances the overall cohesion of the study, as readers navigate a semantic landscape rich with interconnected concepts.

f. Collocation

The intricate tapestry of language woven throughout the background study is further enriched by the deliberate use of collocations. Phrases such as "master reading skills," "reading texts," and "comprehending reading texts" create a patterned language use, contributing to the overall cohesion of the text. Collocations, by nature, encapsulate a semantic synergy, where words coalesce to form expressions that resonate with precision and significance.

Consider the collocation "master reading skills." This phrase encapsulates a nuanced understanding of the process of skill acquisition, emphasizing not merely the acquisition of skills but the mastery thereof. The deliberate choice of collocations adds a layer of sophistication to the narrative, elevating it beyond a mere enumeration of challenges to a nuanced exploration of the

intricacies involved in becoming proficient readers.

Moreover, collocations serve as linguistic anchors, providing readers with a framework to conceptualize the challenges faced by English language learners. As readers encounter collocated phrases throughout the study, they develop a cognitive map that guides them through the evolving narrative. This linguistic patterning enhances the overall cohesion of the text, offering readers a structured and resonant exploration of the challenges inherent in the realm of reading comprehension.

CONCLUSION

It can be concluded that this discovery not only opens the door to a profound understanding of the role of cohesion analysis in academic research but also provides a crucial foundation for practitioners and educators. The theoretical analysis has provided a strong foundation, delineating cohesion as an intellectual binder in the research structure. The use of descriptive qualitative methodology has provided deep insights, highlighting the steps of analysis and data collection. The findings and discussions dissect each aspect of cohesion analysis, emphasizing the role of each cohesion device in shaping the narrative of the thesis background research.

The importance of cohesion in academic writing, especially in thesis writing, is emphasized, and its implications extend not only to methodological aspects but also pedagogical ones. This research reveals that a deep understanding of cohesion is not only required by researchers but also has a direct impact on teaching strategies and educational curricula. By exploring

the variability of cohesion usage in various disciplines, this research highlights the need to adjust writing strategies based on norms and expectations in each academic domain. These findings provide valuable guidance for thesis writers to adapt their cohesion strategies according to the conventions in their respective fields of study.

In the context of this research, the emphasis on cohesion tools such as demonstrative references, substitution, ellipsis, conjunctions, lexical cohesion, and collocation has enriched our understanding of how these elements shape a coherent and persuasive text. Each cohesion tool plays a key role in forming a coherent and convincing narrative. This research opens a window to new knowledge about cohesion analysis, highlighting its essential role in the construction of thesis backgrounds. By synthesizing theoretical, methodological, and practical findings, this research makes a significant contribution not only to academic research but also to curriculum development and teaching in the context of English education. This exploration not only yields insights but also stimulates profound thinking about how cohesion can shape and enhance the quality of scholarly writing.

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