

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

In this chapter, the writer aims to present the analysis and the interpretation of 10 background sections of theses written by undergraduate students of Faculty of Language and Arts. The writer analyzed the data based on Halliday & Hasan's theory (1976) such as substitution, ellipsis, references, and conjunctions.

The writer analyzed the data through coding that has been presented in previous chapter to give the number of percentage to organize the data. The following table indicates the frequency and percentage of the use of grammatical cohesion devices in 10 background of the study sections written by undergraduate students of Faculty of Language and Arts.

Table 2. Grammatical cohesion Devices Uses in Background of the Study Sections

Types of Grammatical Cohesive Devices	Total	Frequency of Use
NS	9	8.8 %
AC	32	31.6 %
ADC	10	9.8 %
CC	8	7.8 %
TC	3	2.9 %

RA	27	26.4 %
RC	13	12.7 %
TOTAL	102	100 %

Table 2 above presents the finding of grammatical cohesion devices that are used by Faculty of Language and Arts graduate students in their background of the study sections. The writer found 1 kind of substitution, 4 kinds of conjunction, and 2 kinds of reference. From the table above, we can see that other types of substitution such as verbal substitution and clausal substitution are not used in all background of the study sections. From the table, there is only 9.7% as the total percentage of substitution. From the table above, we can see that there is no ellipsis in the background of the study sections because it might be used in other writing non-academically. All the types of conjunction that have been explained in Halliday & Hasan's theory (1976) are used in every background of the study sections written by Faculty of Language and Arts graduate students. Also, all types of reference in their writing in background of the study sections existed in the data.

The table above, shows conjunction is the most dominant grammatical cohesion used by graduate students of Faculty of Language and Arts. The total percentage of using conjunction is 46.71%. Reference is the second most frequently use in cohesive devices used by undergraduate students. In that reference, anaphoric reference is the predominant grammatical cohesive devices used by students. The percentage of anaphoric reference is 28.26%. On the other

hand, the use of substitution stands as the lowest uses of grammatical cohesion devices. There is only 9.7% of nominal substitution. Substitution has the very small percentage. It is probably because students are not that familiar in the use of substitution. It is conclude from the percentage that students tend to use reference rather than substitution. This study has different findings from other studies done by Abdurahman (2013) and Suningsih (2016) that conclude conjunction as the most frequently use devices written by students of Faculty of Language and Arts, while the others have reference as the most frequently use devices. To see the definition and examples of all the findings, the writer finally can describe the findings below.

Based on the table above, the cohesive devices used by graduate students of Faculty of Language and Arts used only on 3 types of grammatical devices through Halliday & Hasan's theory (1976). The explanations and examples are described as follows.

4.1 Substitution

Substitution is the replacement of word that has 3 sub-types of substitution discussed by Halliday & Hasan (1976, p. 88). In this study, the writer found only one sub-type of substitution occurred in background of the study sections of Faculty of Language and Arts. This is possibly can be caused by students' limited objects on writing as a piece of discourse appliance. There is only nominal substitution occurred in the table above. It is explained as follows.

‘Multimedia translation is *one* of the translation areas which are close to people’s daily life.’

(Excerpt from Wijaya, 2017; p.1 par.1)

From the text above, ‘one’ is functioned as a *Nominal Substitution (NS)* of the noun ‘multimedia translation’, but, the text has inconsistency to use singular and plural noun. It is grammatically wrong because the clause ‘one of’ should be followed by plural. To make it cohesive, it is better to change the word ‘translation’ into ‘translations’. Here is the correct sentence: ‘Multimedia translation is one of the translation areas which are close to people’s daily life.’

The writer here also asked three readers of undergraduate students of Faculty of Language and Arts from batch 2014 to see whether they can understand the text well or not. Here are some explanations from the reader: The first reader explained that she can understand the text above as the word ‘one’ from the quotation above refers to the multimedia translation. Other reader responded the word ‘one’ above as a translation areas. (see: appendix 2) From this perception of the readers, we can see that the use of substitution might have a different point of view from the readers who read the English text. Above all, the readers can understand its context.

Eventhough the writer found little mistake in Wijaya's background of the study, the writer also found the correct usage of Nominal Substitution as discussed below:

'It is further explained that to pursue appropriate text reduction, there are three strategies *AV translators (ones who do subtitling)* to be concern with.'

(Excerpt from Wijaya, 2017; p.2 par.4)

The text above is an example of *Nominal Substitution (NS)*. The writer uses 'ones' to substitute the word 'translators'. It is correct because 'ones' is used to substitute the plural of 'translators.' The words in bracket actually can help the readers to understand what translators do. (See appendix 2)

4.2 Conjunction

According to Halliday & Hasan's theory (1976), there are 4 sub-types of conjunction. In this research, the writer found all the sub-types of conjunction that occurred in the background of the study sections written by Faculty of Language and Arts.

Based on the table above, conjunction is presented as the most frequently used of cohesive devices. According to the research that has been done by the writers (The graduate students of Faculty of Language and Arts), they can use the conjunction as cohesive devices well in their theses. Here are the examples of conjunction usage from the 10

background of the study sections written by graduate students of Faculty of Language and Arts:

a. Additive Conjunction.

The conjunction uses as an ‘addition word’ such as *and, also, nor, furthermore, in addition, by the way, in the word, likewise, in the same way*. Here, the writer found the word ‘*and, also, thus, furthermore, in addition,*’ in 10 background of the study sections written by undergraduate students of Faculty of Language and Arts. For instance, the writer provided some texts that have additive conjunctions inside. They were explained as follows.

‘Java consists of six provinces: Special Region of Yogyakarta, Special Capital Region of Jakarta, Banten, East Java, Central Java, and West Java (Badan Pusat Statistik, 2012). It is the most populated island in Indonesia with the population around 135 million people. About 57% of Indonesian citizens are living in Java (Badan Pusat Statistik, 2012). *Beside* its people, Java stores variety of landscapes, unique buildings, arts and cultures.’

(Excerpt from Aprianto, 2017:p.1 par 1)

The text above has 3 Additive Conjunction likes ‘and’ and ‘beside’. From the sentences above, Aprianto tried to explain what Java is and show the population of Java. In the last sentence, the writer of the text added *Additive Conjunction (AC)* the word ‘beside’ to give the readers more information from what has been explained in the previous sentence about Java. The three readers also agree that the word ‘beside’ above presented as an addition conjunction.

(See appendix 2)

‘Being called a salad bowl country, United States is a nation with different cultures *and* languages.’

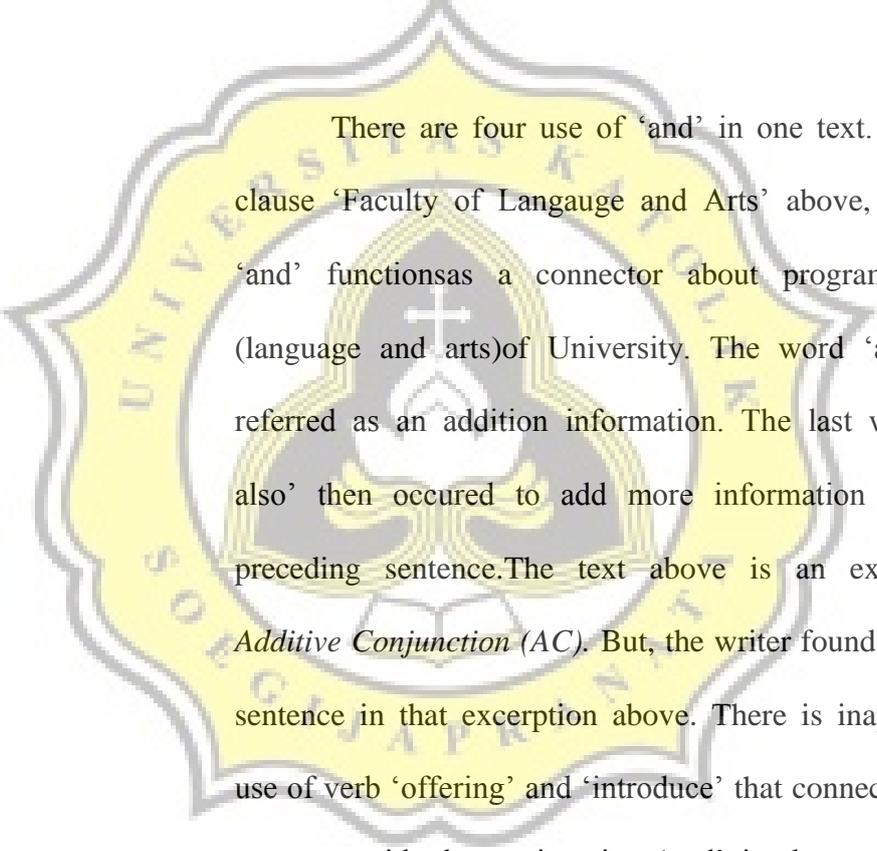
(Excerpt from Sidney, 2017 : p.1 par 1)

The sentence above uses *Additive Conjunction (AC)* ‘and’ to give an addition object. The word ‘and’ above is a way to make the two nouns linked. Some of the readers said that they can understand what the writer explain through the word ‘and’ as an additive conjunction.

(See appendix 2)

‘In order to advertise English language, Faculty of Language *and* arts has a website called engpre.com to offering TOEFL, TKT Cambridge, *and* Translation Service *and also* introduce Faculty of Language *and* Arts.’

(Excerpt from Soetjipta, 2017: p.1 par 4)



There are four use of ‘and’ in one text. From the clause ‘Faculty of Language and Arts’ above, the word ‘and’ functions as a connector about program offered (language and arts) of University. The word ‘and’ after referred as an addition information. The last word ‘and also’ then occurred to add more information from the preceding sentence. The text above is an example of *Additive Conjunction (AC)*. But, the writer found irrelevant sentence in that excerpt above. There is inappropriate use of verb ‘offering’ and ‘introduce’ that connect as a one sentence with the conjunction ‘and’ in the sentence. To make the sentence clear, the word ‘offering’ should be substituted into ‘offer’. Here is the correct one: ‘In order to advertise English language, Faculty of Language and arts has a website called engpre.com to offer TOEFL, TKT

Cambridge, and Translation Service and also introduce Faculty of Language and Arts’.

‘That is one of the reasons the researcher built up www.engpre.com as the promotion media for Faculty of Language and Arts. Not only for students of Faculty of Language *and* Arts *but also* for public by promoting services as: TOEFL, JSS (Journal Submission Service), *and* TKT Cambridge as an income generator.’

(Excerpt from Soetjipta, 2017: p.3 par 6)

The text above showed as an *Additive Conjunction (AC)* by using negative sentence ‘not only’ to explain the next conjunction ‘but also’ that then means ‘and’ as an additive conjunction. The text above also have 2 functions of word ‘and’ as an additive conjunction that used to link two subject in faculty(language;art) and also ‘and’ to add information about the context.

b. Adversative Conjunction

This type is the relations of contrast or alternatives. The word that is used in this type such as: *but, however, on the other hand, on the contrary, yet.*

Here are some examples of Adversative Conjunction:

‘In order to do this, his mind is transported into an alien body, an Avatar. *However*, once he arrived on the planet and is introduced to its spiritual culture by the beautiful Neytiri, he faces a decision: allow his military unit to decimate the planet in search of renewable sources or stay and defend it with the Na’vi race.’

(Excerpt from Sugiarto, 2017: p.2 par 6)

The sentence above uses the word ‘however’ to show its contrast to expectation between two sentences above. It is called as an *Adversative Conjunction (ADC)*.

‘For speaking skills and listening ability, learners have to know the proper pronunciation of words that they will use and receive. In speaking, English learners should use the correct pronunciation to make other people understand what they talk about. *Furthermore*, in listening, learners should know the correct pronunciation in order to understand what other people say.’

(Excerpt from Yudistira, 2017: p.2 par 4)

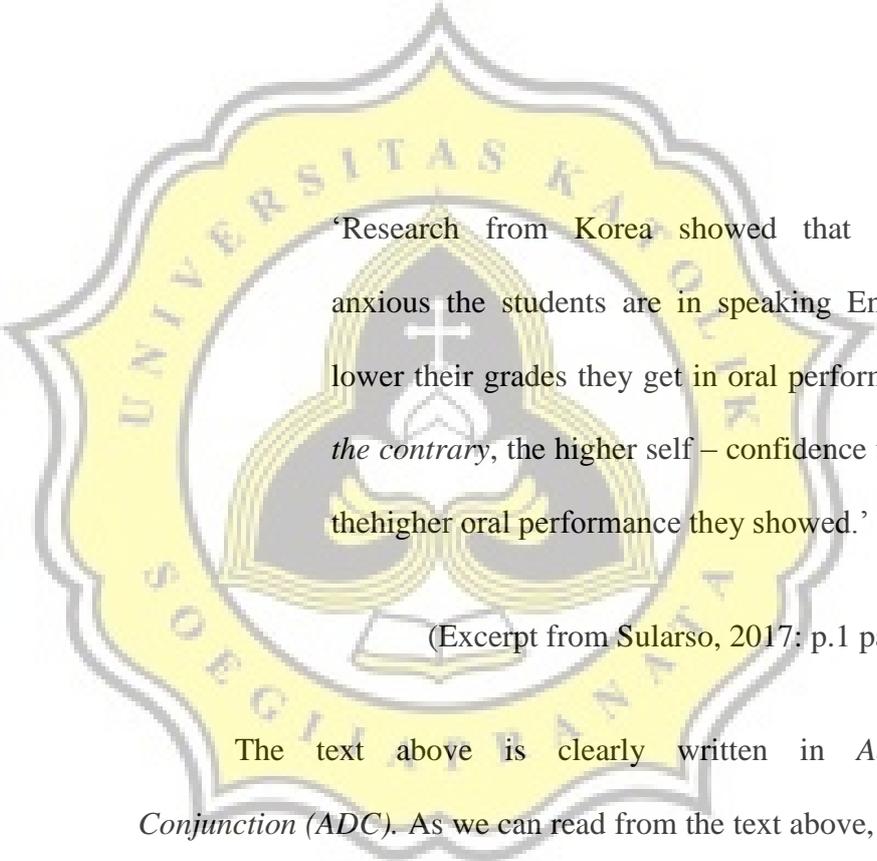
The text above has an *additive conjunction* (AC) 'furthermore'. But, the text above is not properly used because the word 'furthermore' is used when we want to add more information on the similar topic continuing the preceding text. The better choice of connector for the sentence above is should be 'on the other hand'. Therefore, the text above should be placed as an *Adversative Conjunction* (ADC). From the explanation before, the readers also support that the text above is not properly in use because the text gives different topic in a text. Another reader said that the text above is about comparing; not strengthen an argument. The third reader suggests that the word 'furthermore' can be changed into ".....while, in listening" to make the text connect well. (See appendix 2)

'Another factor which is highly correlated with anxiety is self-confidence. Self-confidence can have a negative impact if the learners think of oneself as deficient and limited in the target language. *However*, self-confidence can have a positive impact, if it correlates with oral performance.'

(Excerpt from Sularso, 2017: p.1 par 2)

The sentence above also shows its contrary between two sentences. It is shown by the existence of the word 'however'

as an *Adversative Conjunction (ADC)*. The readers also agree that the sentence above has its contrast between two sentences. From the adversative conjunction classification in the Halliday & Hasan's theory (1976), the word 'however' above is classified as a emphatic contrastive which explains something that is really contrast to expectation.



'Research from Korea showed that the more anxious the students are in speaking English, the lower their grades they get in oral performance. *On the contrary*, the higher self – confidence they have, the higher oral performance they showed.'

(Excerpt from Sularso, 2017: p.1 par 4)

The text above is clearly written in *Adversative Conjunction (ADC)*. As we can read from the text above, it has two sentences in a text which explain the negative and positive differences. It is pretty appropriate to use 'on the contrary' to show its contrast.

'Learning English is fun, *yet* some people find it difficult because they have to master English

structures which are different from their native language structure.’

(Excerpt from Tantowijaya, 2016: p.1 par 1)

The text above is written in *Adversative Conjunction (ADC)* as the sentence shows its contrast in the sentence. The text above is completely proper. It is supported by three readers who agree that the word ‘yet’ is proper to use. The word ‘yet’ can replace ‘but’ at times.

c. Clausal Conjunction

Clausal conjunction appears to give conclusion of the text. In this type, graduate students of Faculty of Language and Arts use the words such as: *so, then, therefore, in that case* to give conclusion of their ideas in the background of the study sections that explained as follows.

‘The word stereotype means a “fixed, formalized, or standardized phrase, idea, or belief which is perhaps false” (Hornby, p. 847). Therefore, discrimination and stereotype is interrelated.’

(Excerpt from Sidney, 2017 : p.1 par 2)

The text above use *Clausal Conjunction (CC)* as it has the word ‘therefore’. The word ‘therefore’ above is classified in the general causal based on Halliday & Hasan's theory (1976). The

three readers also agree that the text above is grammatically right because the word 'therefore' can be use to give the spesific relation of conclusion

'According to BBC News (2017), the Native Americans are against the construction of the pipeline, as it would risk their water supply,so as the Native people of America, they fight for their rights.'

(Excerpt from Sidney, 2017 : p.2 par 5)

The text above is written as a *Clausal Conjunction (CC)* 'so' to give natural conclusion of the text. The *Clausal Conjunction* 'so' is familiarly used in many texts especially in background of the study sections.

d. Temporal Conjunction

Temporal Conjunction has a relation of sequence in time. This type usually use the word such as: *then, next, after that, previously.*

Here are some examples and explanations of the use of temporal conjunction:

‘The Native Americans, who are also known as the Indian due to a mistake in history, have been discriminated up *until now*.’

(Excerpt from Sidney, 2017 : p.2 par 5)

There is a chronological time that happens in the past until now. It is proved because there is a word ‘until now’. From there, this sentence is called as a *Temporal Conjunction (TC)*. In Halliday & Hasan's theory (1976), the word ‘until now’ is specified in the terminal complex temporal which has the relation time from the past to the time that still happen now.

‘Although the film is popular, because of the minimum description of the Native American characters in the movie, the writer delves more on the Twilight Series novel, the New Moon(2006). This novel, *then*, becomes the object of this thesis analysis.’

(Excerpt from Sidney, 2017 : p.4 par 9)

There are two kinds of conjunction in both sentences. The first is *Adversative Conjunction (AC)* which shown its contrast through the word ‘although’. The second, seeing from its contrast from the first statement, there is *Temporal Conjunction (TC)* ‘then’

as the relation sequence in time that written to analyze the novel in a thesis as a research sample.

‘According to Kaliszewski(2012), *setting deals with the location of the scene. Second* is the plot. It is about the time framing between one scene to another scene. It can be linearly forward or the combination between both forward and backward. *Third* is the characters. It is about the actor and actresses who become the characters in the film.’

(Excerpt from Sugiarto, 2017: p.1 par 3)

The text above is written in one paragraph. From the text above, there is *Temporal Conjunction (TC)* as a relation of sequence time that is written in numbers like first, second, and third as a chronological in temporal conjunction

4.3 Reference

In reference, there is an endophoric reference to point on its texture. It is also the relationship between a word and the point of the linguistic expressions. The use of reference exists within definite article ‘the’, demonstrative pronouns ‘that, these, those’, and pronouns itself ‘he, she, they’. Endophoric reference is divided into two parts such as anaphoric

and cathaporic reference. Here, the writer would like to describe both of the types of endophoric reference as explained below.

a. Anaphoric Reference

Anaphoric reference is aboutreferencing the information in text by previous point. Here are the examples:

‘Multimedia translation is one of the translations areas which are close to people’s daily life. People are significantly helped to overcome language barriers in the movie by this product. This branch of translation has grown significantly and essentially (Matielo, 2011, p.27), with the 1990s being considered as its golden age. ‘

(Excerpt from Wijaya, 2017; p.1 par.1)

The sentences above shows the grammatical cohesion relation in type of reference. The particular reference in that sentences is included into endophoric reference that ties the internal texture of the text. The demonstrative pronoun ‘this product’ and ‘this branch of translation’ is referenced the information by previous word ‘multimedia translation’. This example belongs to *Anaphoric Reference (AR)*.

‘*This* useful branch of translation, however, turns into a difficulty when limited time forces viewers to read and understand the whole words (the actors are conversing) in the blink of an eye as soon as the scenes change.’

(Excerpt from Wijaya, 2017; p.2 par.2)

The sentence above is also referred as an *Anaphoric Reference (AR)*. We can retrieve the demonstrative pronoun in italic above by referring back as a reference from the previous sentence written about ‘multimedia translation’.

‘*Central Java* especially is the center of Java. *This region* is rich of cultural attractions such as the most visited Borobudur Temple, a world heritage (Asdhiana, 2015). Beside the cultural attractions, Central Java also owns some traditions.’

(Excerpt from Aprianto, 2017: p.1 par 2)

The sentence above clearly stated that the demonstrative pronoun of ‘this region’ refers to the previous sentence ‘Central Java’. The following statement also gives the support of the previous sentences that use the demonstrative pronoun of ‘this region’. In fact, the sentence above can help the readers to understand the context of the text of what has been introduced into

the readers' mind while reading the next demonstrative pronoun that referred to 'Central Java'. This sentences included into *Anaphoric Reference (AR)*. To see the readers' feedback and comment, see appendix 2.

'Batik itself has different *motifs, patterns and colors. These* portant in determining the function and symbolic meaning of the design.'

(Excerpt from Aprianto, 2017: p.2 par 3)

From the sentence above, the word 'these' is appropriate and it belongs to 'Batik' motifs, patterns, and colors'. The word 'these', as a demonstrative pronouns, directing us back in the text that is mentioned early, This is anaphorically means *Anaphoric Reference (AR)*.

'In the United States, people cannot hide the existence of minority groups' discrimination as nearly half of Americans revealed that discrimination is a problem in the United States (U.S). *This information* is in accordance with a poll from CNN and the Kaiser Family Foundation in 2015 where 49% of Americans chose discrimination

as one of their society's big problems (Sherfinski, 2015). *The information* shows that U.S. still discriminates a certain group or race.'

(Excerpt from Sidney, 2017 : p.1 par 1)

According to the sentences above, there is *Anaphoric Reference (AR)* as the text that referred to the previous point 'the US's people cannot hide the existence of minority groups' discrimination as nearly half of Americans revealed as a US's problem.' The reference is shown by the existence of demonstrative pronoun 'this' and the definite pronoun 'the' that direct the readers' attention at something back in the text.

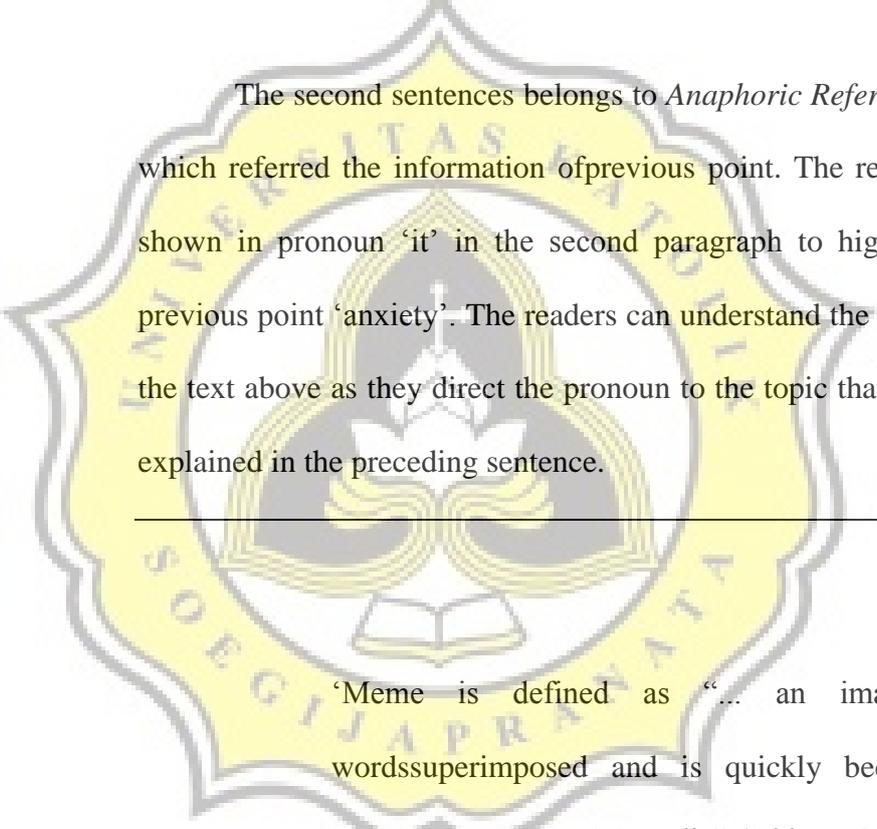
'The story focuses on a soldier *Jake Sully* who is paraplegic. *He* is given the opportunity to infiltrate the native race of the distant moon Pandora.'

(Excerpt from Sugiarto, 2017: p.2 par 6)

Following the previous sentence, the sentence above is also written in reference as one of the types of cohesive devices. The word 'he' can help the readers to direct them sentence in a text that has been mentioned as 'Jake Sully' The sentence belongs to *Anaphoric Reference (AR)*.

‘*Anxiety* is one of the most negatively influential affective variables, which prevents learners from successfully learning a foreign language. *It* makes language learners nervous and afraid, which may contribute to poor oral performance (Park & Lee, 2005).’

(Excerpt from Sularso, 2017: p.1 par 2)



The second sentences belongs to *Anaphoric Reference (AR)* which referred the information of previous point. The reference is shown in pronoun ‘it’ in the second paragraph to highlight the previous point ‘anxiety’. The readers can understand the context of the text above as they direct the pronoun to the topic that has been explained in the preceding sentence.

‘Meme is defined as “... an image with wordssuperimposed and is quickly becoming a popular form of social media” (Akines, 2015, p. 5).

Paul Gil in Akines also described meme as “virally-transmitted cultural symbol or social idea” (2015, p. 5). It basically combines words and pictures, making the readers hooked up at both components.’

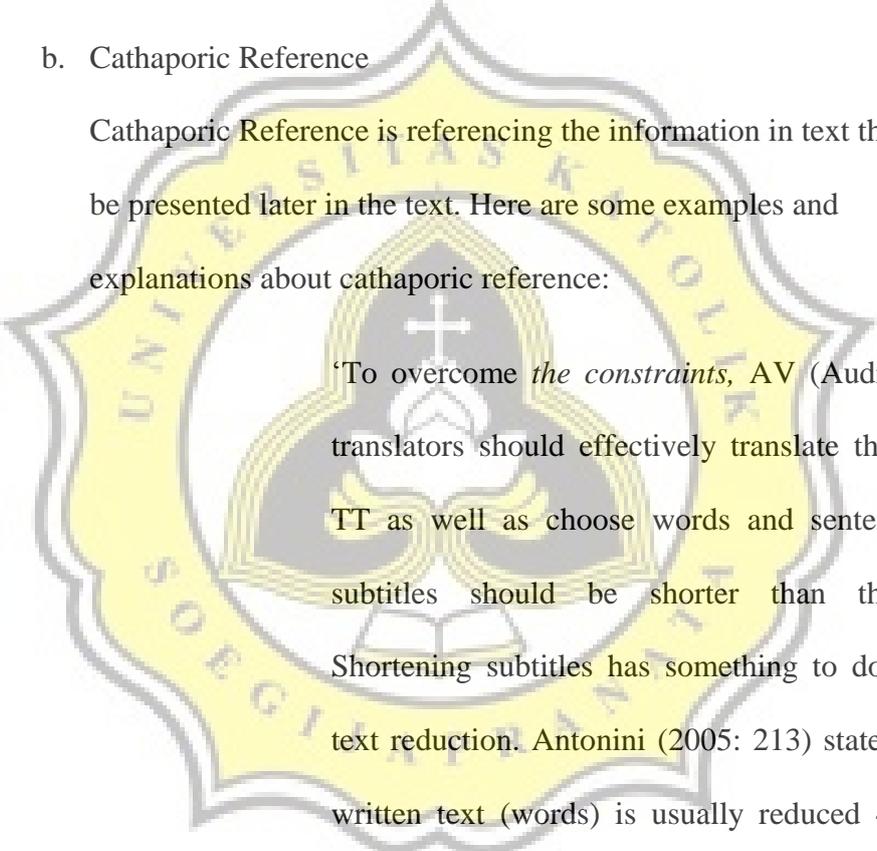
(Excerpt from Gunawan, 2017: p.1

par 2)

Text above has a reference from another study. Then, the writer tried to conclude both of the study in one statement as an *Anaphoric Reference (AR)*. The writer uses the pronoun 'it' to refer the word 'meme', the pronouns are directing our attention (readers) at something back in the text.

b. Cathaporic Reference

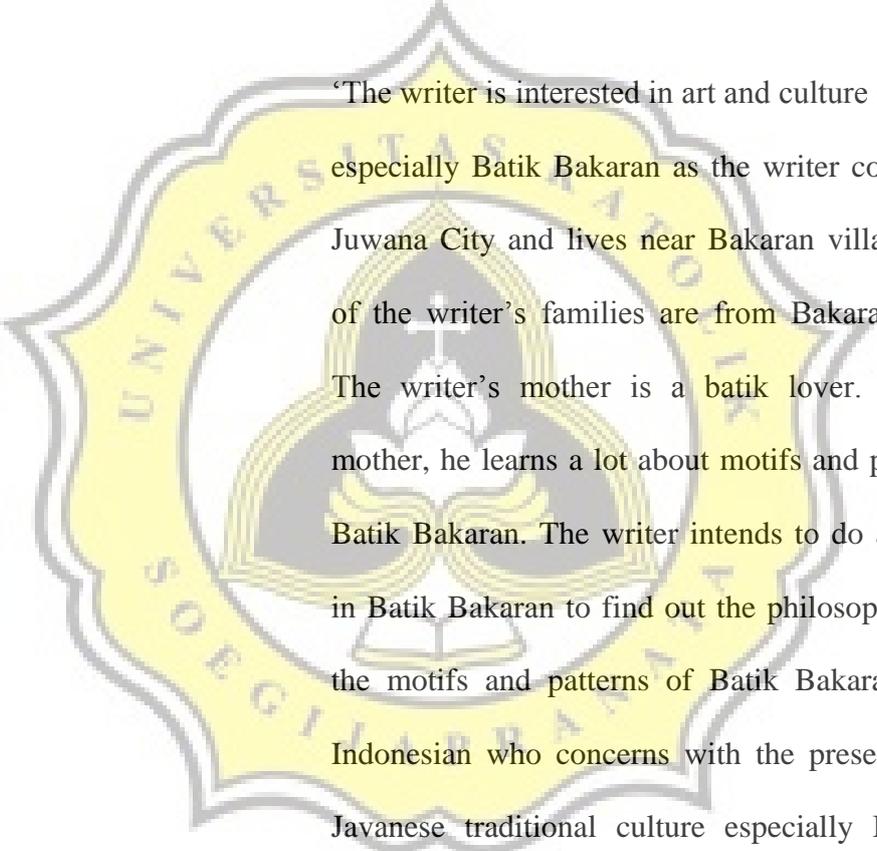
Cathaporic Reference is referencing the information in text that might be presented later in the text. Here are some examples and explanations about cathaporic reference:



'To overcome *the constraints*, AV (Audio Visual) translators should effectively translate the ST into TT as well as choose words and sentences. The subtitles should be shorter than the audio. Shortening subtitles has something to do with the text reduction. Antonini (2005: 213) stated that the written text (words) is usually reduced 40% until 75% from the verbal text . *By doing this*, the movie viewers will, in an enjoyable time, read, process, then understand words that the actors are conversing.'

(Excerpt from Wijaya, 2017; p.2 par.3)

The paragraph above occurs about cathapora as stated that there is another form of linguistics about reference. That reference is *Cathaporic Reference (CR)*; or backwards anaphora in which the definite article ‘the constraints’ appears before an evidence “AV (Audio Visual) translators...” that have an influence on processing that has subordinating clause ‘to overcome....”



‘The writer is interested in art and culture of Juwana especially Batik Bakaran as the writer comes from Juwana City and lives near Bakaran village. Some of the writer’s families are from Bakaran village. The writer’s mother is a batik lover. From his mother, he learns a lot about motifs and patterns of Batik Bakaran. The writer intends to do a research in Batik Bakaran to find out the philosophy behind the motifs and patterns of Batik Bakaran. As an Indonesian who concerns with the preservation of Javanese traditional culture especially Batik, the writer wants to delve more into Batik Bakaran. The writer intends to find out the kind of patterns of Batik Bakaran and the philosophy of its motifs and patterns. In writing his thesis, the writer put into considerations a previous research done by Lea Arifianti Handono, a student of Faculty of Language

and Arts Soegijapranata Catholic University Semarang who studies Dutch batik. She analyzed the Dutch influence in Indonesian Batik.’

(Excerpt from Aprianto, 2017: p.2 par 6)

The sentences above is one last paragraph of the Aprianto’s background of the study on his thesis. From those sentences, we can see that the writer uses *Cataphoric Reference (CR)* as he told more about what has been done in his research and what has supported him in finishing his thesis. He referred the information in the text that might be presented later in other texts. This helps the readers by serving them into a sharp focus on the point of what the writers going to do next in the text.

‘The love story is known as the Twilight Series. The novel has four books in the series: Twilight, New Moon, Eclipse, and Breaking Dawn. According to the Publisher Weekly Book News (2010), the Twilight Series was successfully sold for 116 million copies worldwide. *This was also the reason why Meyer’s book made into a big screen, the Twilight Saga.*’

(Excerpt from Sidney, 2017 : p.4 par 8)

The sentences above is about *Cathaporic Reference (CR)* as the first sentence referred the information that then written in the next sentences. The text uses definite article 'the' and demonstrative pronoun 'this' to mention the novel that is known as Twilight Series. The reader can have another main topic that will be presented later in another text.

'For *this* study, the writer used Avatar movie because it is a world record movie for the highest ticket sold which then can be assumed that so many people liked it.'

(Excerpt from Sugiarto, 2017: p.2par 6)

The word 'this study' in the text above belongs to demonstrative pronoun in reference as it is written as an important information for the next sentence. That sentence is stated as a *Cathaporic Reference (CR)*.

According to the findings above, undergraduate students of Faculty of Language and Arts can use three kinds of cohesive devices from Halliday & Hasan's theory (1976). The conjunction stands on the highest use than others. This is probably, in writing the background sections, students have many experiences to link and connect the word through familiar words that is

mentioned as a conjunction likes 'because', 'but', 'and' to make the sentence written well. Then, reference stand on the second most frequently used in the data. In reference, the use of demonstrative 'the' become the reason of referencing in the writing. They can use 'the' well because they probably know that 'the' can be used as a determiner and as a reference that makes the sentences referred well. Substitution occurred to be the lowest uses probably because they tend to write the sentence completely without substituting any parts of speech. However, there is no ellipsis found in the 10 background sections of Faculty of Language and Arts because it is probably the understudents do not want to omit any parts of speech because the text they made is written for academic purposes.

This study is almost similar with other previous study that the use of conjunction and reference are more common for all writers especially in writing thesis. As we can see from the total percentage, the use of conjunction in all background sections of Faculty of Language and Arts tends to be the highest frequency in use. On the other studies of cohesion, there is found both conjunction and reference stand as the highest frequency of use. This can be concluded that background of the study made by graduate students of Faculty of Language and Arts have the same quality like other thesis from different colleges. It is normal for students to write more conjunction and reference in background of the study sections because that section provides the value of relevant research that then written in a brief explanation through their previous studies in background of the study sections with their own sentences within their writing experience. The three

readers who also read the examples and sentences above also give comment that the background of the study sections written by Faculty of Language and Arts undergraduate students are good in the use of grammatical cohesion devices even there are some mistakes of using singular and plural grammatically.

From all the explanations and examples above of the use of grammatical cohesion devices in background of the study sections, we all know that writing cannot be separated by its process from word to word and from sentences to sentences. It means that, there is connectedness in text and sentences through the use of grammatical cohesion devices. The examples above has shown that Faculty of Language and Arts undergraduate students can make the texts in paragraphs written in connective sentence which hangs together through the use of grammatical cohesion devices. The texts they produced have senses through their writing in background of the study sections.

The relation between discourse analysis and grammatical cohesion devices are about the use of language to help the writer in writing the text well and the reader can understand the text well. One way of looking at the distinction between discourse and text is about the process of writing and the text as the product. Therefore, there is communication relation from the writer and the reader in the linguistic area through discourse in writing.