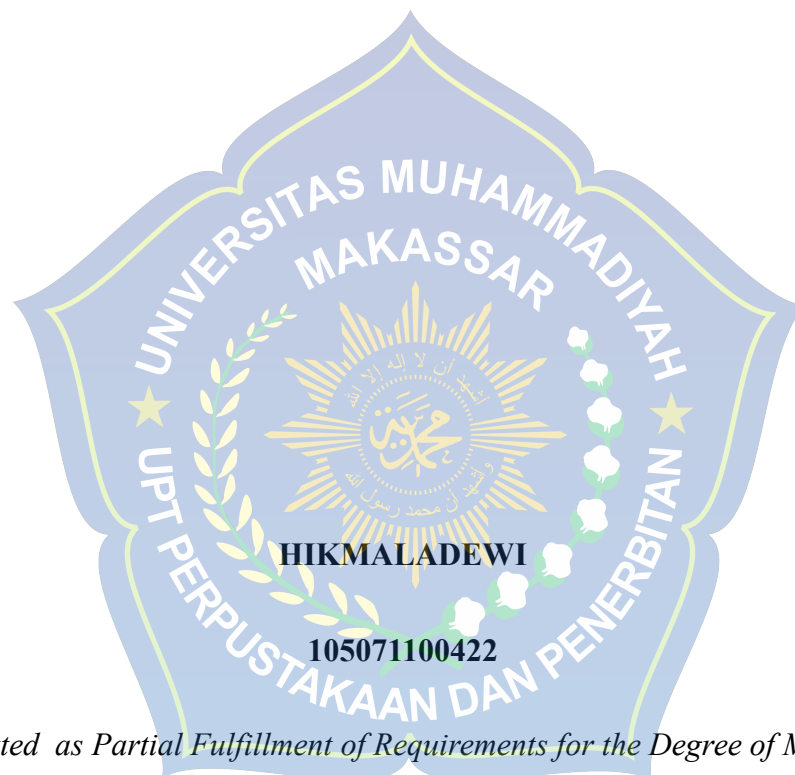


A THESIS

DISCOURSE ANALYSIS IN RESEARCH THESIS BACKGROUND

WRITTEN BY THE POSTGRADUATE STUDENTS OF UNISMUH

MAKASSAR



*Submitted as Partial Fulfillment of Requirements for the Degree of Master of
English Education*

MASTER OF ENGLISH EDUCATION

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THESIS

**Discourse Analysis in Research Thesis Background
Written by The Postgraduate Students of Unismuh
Makassar**

Written and submitted by

**Hikmaladewi
105071100422**

Has Been Defended in Front of The Thesis Examination

Committee

on August, 30th 2024

and Fulfilled the Requirements

Approved by
Committee of supervisor

Advisor I

Advisor II

Prof. Dr. Hj. Andi Tenri Ampa, M.Hum
NIDN. 0031125903

Dr. Nur Qalbi, S.S., M.Hum.
NIDN. 0009066901

**Director of Graduate Program
Muhammadiyah University of
Makassar**

**Head of English Education Study
Program**

Prof. Dr. Iryani Akib, M.Pd.
NBM. 616 949

Dr. Radiah Hamid, M.Pd.
NBM. 767 402

APPROVAL SHEET

Thesis Title Discourse Analysis in Research Thesis Background Written
by The Postgraduate Students of Unismuh Makassar

Nam e Hikmaladewi

N I M 105071100422

Study Program Magister Pendidikan Bahasa Inggris

This is to certify that the thesis entitled **“Discourse Analysis in Research Thesis Background Written by The Postgraduate Students of Unismuh Makassar”** on August 30, 2024 has been approved by the committee of examiner and fulfilled the Requirements.

Makassar, August, 30th 2024

Approved by
Committee of Examiners

Dr. Andi Adam, S.Pd., M.Pd.

(Chair of Examiner)

Prof. Dr. Hj. Andi Tenri Ampa, M.Hum

(Advisor I)

Dr. Nur Qalbi, S.S., M.Hum

(Advisor II)

Dr. Radiah Hamid, M.Pd.

(Examiner)

Dr. Ratu Yulianti Natsir, M.Pd

(Examiner)

PERNYATAAN KEASLIAN TESIS

Yang bertanda tangan dibawah ini :

Nama : Hikmaladewi

NIM : 105071100422

Program Studi : Magister Pendidikan Bahasa Inggris

Menyatakan dengan sebenarnya bahwa tesis yang saya tulis ini benar- benar merupakan hasil karya saya sendiri, bukan merupakan pengambialihan tulisan atau pemikiran orang lain. Apabila dikemudian hari terbukri atau dapat dibuktikan bahwa sebagaian atau keseluruhan tesis ini hasil karya orang lain, saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 21 February 2025

Yang Menyatakan,

METERAI
TEMPEL
FCBBTALX325465926

Hikmaladewi



CHAPTER 1

INTRODUCTION

A. Background

Postgraduate students in higher education must complete a scientific project such as a thesis, in accordance with their faculty's requirements. All students work individually on this final project with the goal of pouring forth the information they have gathered throughout their studies. Take the knowledge obtained during lectures and apply it to a scientific project in the form of a thesis. During the lecture, convert it into scientific work in the form of a thesis. Half of the students find it difficult to complete the final assignment. There are so many challenges that students need to go through when they are working on the preparation of their thesis. To get a bachelor's degree, students must complete a final examination scientific project, which involves writing a thesis as a research paper. The thesis is broken into many chapters, including an introduction. According to Bhatia (2014), the introduction plays a crucial function in outlining the connections between the research that are going to be published. There are six subsections in the introduction. The study background, problem statement, purpose, research significance, scope, and definitions of words are all included in this part. According to McMillan (2008), the background section of research articles is crucial. This is because it serves as the foundation for a research article, reveals the motivation behind the researcher's research, validates his research

theory, provides background information on the subject, and broadens the research question.

A research report begins with the study's background. It describes the background, conditions, and history that led to the study problem or topic under consideration. It provides readers with an overview of previous information on the issue as well as the motivations behind your present study.

The study's background provides a clear context, emphasizing why the research is important and the problem it seeks to solve. As researcher, this fundamental portion is critical for charting the trajectory of our study. It also assists readers to comprehend the significance and route of our research. Whether in academic communities or to the general public, a well-articulated context helps to successfully communicate the substance of research. While it may appear simple, creating a successful background involves a balance of clarity, accuracy, and relevancy.

Sufficient research background can help readers gauge whether the author of the study has a basic understanding of the research question under consideration. In addition, it enhances the researcher confidence in the overall quality of the analysis and survey results. This information provides readers with the key context needed to understand the research question and its importance. This is consistent with providing background information during the introduction of a research paper that connects the reader to the research topic. However, exactly how long and deep the bridge should last depend to a large extent on how much information the writer believes readers need to know in order to fully

understand the topic under discussion and understand why the survey question is important.

Karjono (2020) asserts that writing a thesis requires appropriate organization, clarity, and consistency, particularly in the background section. Writing is an important skill that enables pupils to communicate their thoughts and feelings to readers. Students' acquisition of great writing abilities is the goal of writing education. For writing to be effective, it must be coherent and consistent. Also writing skills are essential for effective communication on social media. For the students of universities at English Department, writing has significant purpose as the main tool for learning and it is generally assumed to be the most essential for a successfully study. This is because the university students are expected to be able to express their ideas both in non-academic and academic writing such as writing a text, an article, and a thesis as their final project.

Putra & Astari (2022) state academic writing requires not only capturing ideas but also a thorough understanding of writing patterns. Students are likely aware of this pattern when writing, indicating a connection between thought and writing. This is an essential way for the students to express themselves and expand their knowledge. Thesis writing is a research-oriented writing activity. Turmudi (2019) and Hardling, (2004) reported to conduct research, therefore we need to have a thesis writing. Turmudi (2019) found that writing a thesis can be challenging for a variety of reasons, including research objectives, data, conclusions, and reliance on proven ratio.

To create a good thesis, the vital features of writing are required. Blaxter et al., (1998) cites important factors for creating a thesis, including the topic or concepts to generalize. He recommends meeting with subject specialists to achieve mastery.

Writing thesis as a kind of discourse, in this case especially the background part, should have a good structure, and need to be cohesive and coherent. Students can convey their information, thoughts and feelings to readers, because writing is a productive skill. If people want to connect with others through mass media, then writing skills will help a lot. In addition, the main focus of writing teaching is to cultivate the ability to create outstanding writing. For the impact of good writing, the text has to be cohesive and coherent.

Moeliono et al., (2017) emphasizes the need of coherent sentences for effective conversation. Cohesive language allows for interpretation of speech parts based on their interdependence. Cohesion establishes semantic linkages between items in a speech. Cohesion is a semantic structuring of linguistic links in speech, forming a discourse. Halliday and Hasan (2013) further divided the cohesion of meaning into two parts namely grammatically and lexically which had to have cohesion contained in a unified text.

According to Oshima & Hogue (2006) coherence is an essential component of a good paragraph. To be coherent in writing, sentences must hang together; that is, the transition from one statement to the next must be logical and fluid. There should be no unexpected jumps. Each phrase should transition easily into the next. He identifies four strategies to establish coherence: (1) Repeating

key nouns. (2) Using consistent pronouns. (3). Using transition signals to link ideas. (4) Arranging the ideas in logical order.

Putra & Astari (2022), investigated kinds of cohesion and coherence in the background section of thesis, also focused to analyse the use of cohesion and coherence in the background section of thesis by English Education Study Program students of IAIN Bengkulu in period September 2020. Another one is Arifin & Farida (2020) research which is focusing on cohesion and coherence in his final project abstracts written by undergraduate students. Further is Seken & Suarnajaya (2013) who analysing students' writings specially the types of cohesive devices used, the types of topical progressions and the problems of coherence at SMAN 1 Labuapi. In addition Masadeh (2019) investigated cohesion and coherence in the writings of Saudi undergraduates majoring in English. He used of sixteen essays was analysed using three rating scales, namely a holistic rating scale for the effectiveness of each essay, cohesion rating scale and coherence rating scale.

The problem that researchers found after taking the initial analysis data in MPBI Unismuh library, the researchers found several students who still could not use cohesion and coherence in their writing, precisely in the thesis background. That why the researcher is interested to study because it is based on the consideration that many student backgrounds do not have a complete idea so it is very difficult to understand. In addition, this cohesion and coherence examined to see the use of language in accordance with linguistic rules in terms of meaning. Compared to those previous studies, the research just took sample from the

undergraduate. The researcher is interested to analyze deeply the postgraduate thesis background to find out the the used of cohesion and coherence of the background of thesis written by postgraduate students at University of Muhammadiyah Makassar.

B. The Research Questions

The research develops the following problem statement in the form of a question base on the context described above.

1. What kinds of cohesion and coherence are used in the students' thesis background?
2. How are cohesion and coherence devices used in paragraph of student's thesis background?

C. The Objective of the Research

In line with the problems stated above, the researcher formulates the objectives of the study as follows:

1. To find out the kinds of cohesion and coherence that used in the students' thesis background.
2. To analysed the cohesion and coherence devices used in paragraph of student thesis background.

3. The Significance of the Research

The result of the research is expected to provide both theoretical and practical contributions. Theoretically, this research is expected to enrich knowledge and information about the use of cohesion and coherence in the thesis background.

Practically, for the teachers this research is expected to give positive input to the English teacher to conduct discourse analysis on the interactions happening in their classrooms to see when and why good and bad language use takes place. Also, for the students, this research is also expecting to be useful for students in order to develop their knowledge about discourse analysis and this study can improve students' awareness on how to make good writing in thesis.

4. The Scope of the Research

The study carried out by postgraduate students of S2 English Program at Muhammadiyah University of Makassar students who had graduated their study between 2017 to 2021 at Master of English Education Program of Unismuh Makassar. Six thesis background are taking from the 2016 academic year and one background are took from the 2017 academic year. In conducted this research, the researcher focused the grammatical cohesion: reference, substitution, ellipsis, and conjunction. Whereas lexical cohesion is comprised of reiteration and collocation. Meanwhile, in analysing coherence the research focused on repeated important nouns, consistent use of pronouns, transition signal, and logical order.

5. The Operational Definition

The definitions of operational definition are defined as follows to avoid confusion and misunderstanding about terms are used in this study and also to make this study clear to the reader.

1. **Discourse analysis** is a broad term that involves the study of the ways in which language is used in text and its context.
2. **Cohesion** it is a relationship between two textual elements in which one is interpreted by the author.
3. **Coherence** is a feature of text, either in terms of the linking of sentences (cohesion) or as the relationships among propositions in the text (sticking to the point).
4. **Thesis background** is very important thing in the research paper, because in the background section the researcher will explain their research in broad outline, it becomes the foundation of the research paper.
5. **Grammatical cohesion** is the surface structure of a text that holds it together through grammatical cohesive elements.
6. **Lexical cohesion** is a cover term for the cohesion that results from the co-occurrence of lexical items that are in some way or other typically associated with one another.

CHAPTER II

REVIEW AND RELATED LITERATURE

A. Verses of Al Qur'an and Hadith

Writing is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose. Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil.

عَلَّمَ (٤) الَّذِي عَلَّمَ بِالْقَلَمِ (٣) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٢) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (١) اقْرَأْ بِإِسْمِ رَبِّكَ الَّذِي خَلَقَ
الْإِنْسَانَ مَا

(٥-١: [٩٦] العلق) (٥) لَمْ يَعْلَمْ

“Recite in the name of Allah who created, (1) Allah has created man from a clot of blood. (2) Recite, and Allah is the One, (3) Who teaches (man) with the pen. (4) Allah taught man what he did not know. (5)” (Q.S. Al-Alaq [96]: 1-5)”

"Bind knowledge with writing" (Ali ibn Abi Talib).

The meaning of the sentence above is very important for us as Muslims, that writing is very important for understanding information or knowledge. We know that Islam once experienced a "golden age" almost the progress of science and technology developed rapidly during the heyday of Islam. Like the sentence

expressed by Ali ibn Abi Talib above that writing is one way to preserve knowledge. Knowledge will be very easily lost if we only glimpse reading, even memorizing without writing it down.

B. Previous Related Research

Putra & Astari (2022), showed cohesion and coherence in the background of thesis achieve by the used cohesive and coherent devices. There are two types of cohesion, namely grammatical cohesion and lexical cohesion. From the findings, the students can build grammatical cohesion which consist of reference as much as 53%, substitution 6%, and conjunction 35%. Unfortunately, ellipsis is not found in the background of thesis. While lexical cohesion which consist of reiteration as much as 4% and 2%. In addition, students build coherence as much as 57% at consistent pronoun, 38% at transition signals, 3% at repeating key nouns, and 2% at logical order. In conclusion, the writer concluded that the background section of thesis by English Education Study Program students of IAIN Bengkulu in period September 2020 are organized as well and become good background of thesis because used cohesion and coherence devices in creating the sentences and paragraphs variously.

Rakma (2022) focused about coherence with title “The Coherence Analysis on The Background of Skripsi Written by Students of English Education Program at IAIN Parepare”. The research conducted to analysed the coherence markers used by students in their thesis background writing of skripsi and analysed the errors done by the students. The research used qualitative research and use the

content analysis method. After analysing 10 backgrounds that containing 78 paragraphs, there are 4 markers of coherence hat used by the students in their background. They are repeating key nouns, consistent pronouns, transition signal and logical order with the total occurrence are 1.341 items and 74 items is errors. The researcher concluded that the background of the skripsi written by English education program at IAIN Parepare in 2020 is less coherent with total percentage of 94%. The result of her research is the use of 4 types of coherence is important to achieve coherence.

Has (2021) concerned about coherence and cohesion as the important element in background of skripsi. He applied the descriptive qualitative method. The subject was the student's skripsi background in academic year 2019. The total background skripsi was 10 samples. The data collected through documentation. The finding of his research showed that the type of cohesion found in the data and the result showed there are 1395 instances of cohesion from the total of occurrences and 816 instances of coherence from the total occurrences in 10 background of skripsi. Repetition is the most frequent types among all types of cohesion which appears 936 times. It concluded that the students to be competing well in producing cohesion and coherence at students' background of skripsi.

Arifin & Farida (2020) concentrated on cohesion and coherence in the final project abstracts written by undergraduate students. The study aimed to examine cohesion and coherence of the students' final project abstracts. The researcher used texts analysis as the data analysis. The findings showed that the students did not utilize the five types of cohesive devices to build cohesion in their abstracts.

However, it was sufficient to utilize at least three types of cohesive devices to make the abstracts cohesive.

Seken & Suarnajaya (2013) define that the results of study were (1) the students used the five types of cohesive devices to serve the coherence of their writings of which reference 40.84% with personal reference as the dominant use. Lexical cohesion was used 37.99% dominated with repetition. Then, it was followed by conjunction 19.60 %, ellipsis 1.35%, and substitution 0.29%; (2) the topical progression used was parallel progression with the percentage 56.84%, sequential progression 24.19%, and extended parallel progression 18.25%; (3) some problems in coherence of students' writings were reference, conjunction, lexical cohesion, tenses, auxiliary 'to be', passive voice, infinitive, gerund, subject-verb agreement, noun, preposition, and text structure.

Masadeh (2019) showed that undergraduates' essays were not convenient and well developed. Cohesion and coherence were not highly established in the written essays. The most prominent problematic area students faced when writing cohesively was the very low ability to use synonymous words/phrases when needed. The bad use of accurate conjunctions and transition words to link sentences and/or paragraphs together to convey relationships throughout the essay was also another problematic area. On the other part, keeping repeating the same ideas, their failure to split their paragraphs in terms of content relevance, in addition to their inability to elaborate their ideas were the most problematic areas that prohibited them from producing coherent essay.

Oktarina et al. (2018) conducted with title “An Analysis of Cohesion and Coherence in Recount Text Made by Students at Tenth Grade of Senior High School 10 Kota Jambi”. The study was use descriptive qualitative method. The research focused on the types of cohesive and coherence devices which are used in the students’ recount writing. The researcher also analysed analysing grammatical cohesive device and transition signal as a coherence device. The finding of this study showed that the grammatical cohesive devices found the data except ellipsis.

From all those previous studies, the previous studies are use same methodology namely descriptive qualitative method. The five previous researches above were analysed about cohesion and coherence in writing text. On the contrary, the results of the research are different each other. In this study, the researcher investigates cohesion and coherence in the background of thesis especially in thesis background that the postgraduate done. First, the researcher used document for collected the data. Second, the researcher used mixed method (quantitative and qualitative). Then, the source of data for the researcher studied is from the background of thesis written by the postgraduate in Magister English Education Department. Thus, it is clear that this studied is different from Putra & Astari (2022), Has (2021), Arifin & Farida (2020), Masadeh (2019) and Oktarina (2018) work. In this study, the researcher analysed and identified the kinds of cohesion and coherence devices used on the background of thesis written by the postgraduate students of Unismuh Makassar.

The researcher used Halliday and Hasan's (2013) theory of cohesion in this study because it is more extensive in identifying the taxonomy of grammatical cohesion. The researcher also used Oshima & Hogue (2007) about four sorts of coherence.

C. Discourse Analysis

Kanika (2013) define discourse analysis is an excellent way for approaching a wide variety of study problems, from medical institutions to education, and so on, in order to reveal hidden power systems that benefit a few at the expense of the many. Furthermore, Halliday and Hasan (2013) describe discourse as a type of structure; the term is used to refer to the structure of a higher-level unit other than the sentence.

According to the definition above, discourse is a linguistic unit composed of numerous phrases that are linked together and have a cohesive meaning in spoken or written form. In other words, it is the complete unit of language whose unity is established by sentences, which are structural components. Furthermore, it is the totally linguistic unit and entire since each portion of discourse is connected cohesively, and any piece of discourse is said to be cohesive if its components, such as sentences, phrases, and words, are bonded together to form a unified whole. In this view, coherence is one of the discourse components that contribute to discourse unity since it deals with sentence tightness in both spoken and written forms.

Discourse analysis is a wide word that refers to the study of how language is utilized in text and context. Furthermore, discourse analysis is used to refer to a wide range of disciplines, including pragmatics, speech act theory, and conversational analysis. Discourse analysis examines how language is organized above the sentence level, as well as the development of spoken and written language.

According to Hoey (1983) as cited by Malah (2020) cohesion is a key notion in discourse analysis that has been created to identify substitutable pieces in any stretch of written (or spoken) language that is seen as complete in itself. Zemach & Rumisek (2005) state readers interpret specific meanings and situations in light of their own previous knowledge and social relationships, which is significant for discourse analysing.

D. Thesis Background

Thesis is one of the final requirements for students to obtain S2 degree in Indonesia. Students must complete or at least nearly complete all available course. The term thesis basically refers to the report and its research. According to Nunan (1992), this course involves the development of skills for conducting research in accordance with scientific writing standards and reporting result in English.

The research background is the first and very important part of writing a scientific paper (whether it is paper or a thesis). The background of the research in a particular topic. It helps guide the reader as well as the abstract. Silverman & Marvasti (2008) described that the research background should answer the

following steps: (1) Why choose this topic instead of other topics? (2) Why does this topic interest you? (3) The research method or subject type you will use (4) Your research question. The background section is a very important part of the research paper, because in the background section will explain their research in broad outline, it becomes the foundation of the research paper.

Research background is one of the aspects that need to be written correctly when composing essays, research papers, and theses. The is the key to introducing the reader to a research topic. The background is different from the introduction. According to Umar (2019) in his research the background of the research problem contains information about a problem or an opportunity that can be questioned to be followed up through research including the things behind it.

Wibisono (2003) as cited by Has (2021) stated that the background to the problem section explains why the research was carried out and what one wants to achieve or know from the implementation of research. Supporting facts and data must be stated. The conclusion above about the background of research paper is written to clarify the importance and the necessity of the paper in the first place. It is primary basic for the writer or the researcher giving understanding to the reader. Why the study and what the basic purpose behind the study are the major questions that are answered through background that is presented in the research.

Its concluded that background of thesis is as a primary basis for the writer or the researcher giving understanding to the reader. The background of thesis is

written in an effort to provide what outlines will be discussed in the core of the work. The indicators of background of thesis are:

- a. Background of thesis descriptions are general according to research topics.
- b. Background of thesis descriptions are general, but more specifically than the first paragraph, having been introduced into the topic.
- c. Background of thesis description is special, because it has boils down to phenomena in company. These phenomena will be used as a basis for identifying a problem and something to be completed on the research.

E. The Concept of Writing

1. Writing

According to Parilasanti et al., (2014) writing is an essential language skill for students since it allows them to convey their thoughts, feelings, and judgements about what they have read, seen, or experienced. Effective writing requires students to tailor their technique to the objective or prompt. Pitaloka, (2019) define writing is a continuous process of thinking and organizing, rethinking and reorganizing. Written items require specific abilities in how to originate ideas and organize them coherently, how to apply discourse markers and rhetorical conventions coherently into a written text, how to modify text for clearer meaning, and how to produce a finished output.

2. Purpose of Writing

Braine & May (1996) as cited by Fairiyani (2011) defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understandable, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy.

3. The Importance of Writing

Writing is intended to convey thoughts, ideas, and facts in easy and clear language. It is important for students to learn how to understand the art of good writing which will affect their academic and work in the future. In the same line with Durga & Rao (2018), state that the students have to learn the art 9 of good writing which is essential in order to excel at both academic and professional levels. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements. According to Durga & Rao (2018), there are some reasons that show the importance of writing skills: (1) To write technical documents, research papers, and put forth the right facts and information,

(2) In searching and obtaining a job, (3) To make presentations and reports, etc. (4) For improving communication skills, (5) For improving creativity, exploration, and essential for self-understanding.

4. Elements of Writing

According to Bailey (2014), the parts of writing encompass abilities required for academic writing, including brief reports, essays, and dissertations. Furthermore, writing creates fresh information and meaning. Effective writing requires a variety of things. Effective writing requires the ability to communicate ideas and facts while using exact word placement, often known as collocation. Walker (2010) identifies five components of effective writing: purpose, audience, clarity, unity, and coherence.

a. Purpose

It is fundamental to know the purpose of the writing to focus on it when developing the ideas in the text. There is some purpose like to inform, persuade and entertain the readers.

b. Audience

It is necessary to identify the three persons that students can use in the essay. It will depend on the kind of audience the students will write to.

c. Clarity

Students need to be clear in expressing their ideas by using descriptive words to create specific details. It will help provide clarity in the ideas.

d. Unity

To recognize when sentences in a paragraph do not relate to the topic sentence or paragraphs which are not stick with the thesis statement.

e. Coherence

Coherence involves ensuring that all aspects of the organization work together harmoniously to support its mission and vision, thereby enabling effective and efficient achievement of objectives.

5. Writing Process

According to Richards & Renandya (2002), there are four basic writing stages. They are planning, drafting, revising, and editing. The planned writing experiences for students can be described as follows:

a. Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulated the student to write. Since its function is to stimulate the student's ideas to write, the writing activities must be

prepared to provide them learning experiences of writing, such as brainstorming and etc.

b. Drafting

At this stage the students will focus on the fluency of writing and write without having much attention to accuracy of their works. During the process of writing, the students must also focus on the content and the meaning of writing.

c. Revising

The students review and examine the text to see how effectively they have communicative their ideas to the reader. Revising is not a simply activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

d. Editing

At this stage, the students are focused on tidying up their works as they prepare the final draft to be evaluated by teacher. The main activity done by the student at this stage is editing their mistakes on grammar, spelling, punctuation, sentences diction and etc.

6. Types of Writing in Academic Field

According to Callella (2001) as cited by Samosir, R. (2020) There are five main types of writing: expository, descriptive, descriptive, persuasive and creative.

- a) Expository writing is where the author intends to inform, explain, describe or define their subject to the reader. This is the most common type of writing we will find in text books and online.
- b) Descriptive writing uses a lot of great visual words to help us see the person, place or thing they are writing about. The writing can be poetic at times, and explain things in great detail. Metaphors, similes and symbols are often used in descriptive writing.
- c) Narrative writing is very common in novels, poetry and biographies. The author puts themselves in their characters shoes and writes as if they were that person. They tell life stories and involve plots and storylines.
- d) Persuasive writing takes on the opinion of the writer or issue the writer is writing for. This is considered biased material and is most often found in advertising.
- e) Creative writing is often thought provoking, entertaining and more interesting to read than persuasive writing. Short stories, poetry, novels and plays often fall into the creative writing category.

7. Requirement of Good Writing

Effective writing in any language requires understanding cultural conventions and selecting appropriate words to express meaning. Bram (1995) state to create effective paragraphs, keep in mind that a paragraph is a collection of phrases focused on a single major subject. A great paragraph often concentrates on one point presented in the main phrase. A topic phrase effectively expresses a

concept. The job of the concept is to govern the paragraph's content. A paragraph consists of three parts: introduction, body, and conclusion.

F. Cohesion

1. Definition of Cohesion

Halliday and Hasan's as cited by Jabeen et al. (2013) definition of cohesion it is a relationship between two textual elements in which one is interpreted by the author. Such relationships between words create cohesive "ties" and allow us to differentiate sentences that constitute a "text" from sequences of unrelated sentences". Hence, it is divided into grammatical and lexical cohesion.

Based on the explanation above, the writer can conclude that cohesion is the relationship between propositions that are stated explicitly by grammatical, lexical, and semantic element in the sentences that make up the discourse (paragraph). The indicators of cohesion are:

- a. Have one main sentence or principal sentence.
- b. There are some explanatory sentences.
- c. There are no sentences that deviate from the main sentence.
- d. Logical or reasonable.
- e. Using the types of cohesion, there are grammatical and lexical cohesion.
- f. Using a variety of words, so as not to be monotonous.

2. Concept of Cohesion

To get in-depth understanding about the concept of cohesion, it is necessary to discuss. According to Halliday and Hasan (2013) text, texture and ties related to create cohesion.

a. Text

Texts are created for a variety of reasons (for example, to persuade, teach, inform, or depict). In other words, each piece of writing has a certain function related to the writer's motivation for writing. At this stage, a number of strategies are utilized to meet the high demand for the interest and activity in question.

This means that professional and scientific reports, letters, essays, poetry, novels, and any other literary genres are built on four types of communication: narration, reasoning, description, persuasion, and exposition. In this sense, good communication between the reader and the text generated by the writer necessitates another key requirement called as coherence. As a result, it is critical to understand what distinguishes a text from anything that is not a text.

b. Texture

A text's texture is intrinsic. It helps to keep the text together. The coherent relationship that exists between the elements (the referring item and the item it refers to). According to Halliday and Hasan (1976), lends texture to a text. Texture is given in this situation by the coherent linkages inside and between words via linguistic qualities that unite

sentences as a unified whole. Then and only then, is any amount of writing meaningful and cohesive. This means that a text devoid of texture is simply a collection of disconnected phrases unrelated to one another.

Furthermore, cohesiveness is associated with semantic links within text, which arise when sentences are linked to form meaning. As a result, texture formed inside text caused by the existence of coherence and cohesion features outside of the grammatical structure of the text through which it is found may be understood.

c. Connections/ ties

Halliday & Hasan (2013) defined a tie as "one occurrence of a pair cohesively related items as a single instance of the existing cohesion". A tie is made up of the links that connect a referring item to the object to which it refers. Regarding the relationship of connections to texture, it is clear at first look that both notions have something in common. As previously said, the most significant distinction between them is that texture deals with meaning, whereas ties suggest the most practical linguistic choice to deliver the same meaning.

3. Types of Cohesion

Cohesion as previously said is achieved by coherent characteristics. Halliday and Hasan (2013) defined the cohesive qualities in their book Cohesion in English as grammatical and lexical cohesion. Grammatical cohesion is

comprised of reference, substitution, ellipsis, and conjunction, whereas lexical cohesion is comprised of reiteration and collocation.

a. Grammatical Cohesion

Grammatical cohesion is the surface structure of a text that holds it together through grammatical cohesive elements. In this regard, Halliday and Hasan (2013) observe that the sentence is the highest structural unit in grammar, with a major unit for cohesiveness. As a result, coherent interactions that occur with other phrases in texts contribute to the text's unity. Halliday and Hasan classify the categories of grammatical cohesion into four types reference, substitution, ellipsis, and conjunction.

1) Reference

According to Mavasoglu, (2014) reference is a grammatical cohesive aspect in a text that is only comprehended in relation to other portions of the text. Furthermore, Arifin & Farida (2020a) defines reference as "an act of a speaker or writer to enable a listener or reader to identify something through the use of linguistic forms". In this sense, because reference creates cohesive links between the elements (presupposing and presupposed) in a text, it can be assumed that reference is an identifiability that requires the speaker or listener to be able to identify whether a given element is appropriate to relevant discourse or not. As a result, a reference might point to anything both within and outside of a text.

According to Bloor & Bloor (2013) reference can be identified as the situation in which one element cannot be semantically interpreted unless it is referred to another element in the text. Pronouns, articles, demonstratives, and comparatives are used as referring devices to refer to items in linguistic or situational texts. Reference may either be exospheric or endophoric. Exospheric reference requires the reader to infer the interpreted referent by looking beyond the text in the immediate environment shared by the reader and writer.

According to Halliday & Hasan (2013) reference is divided into 3 types which have different uses. They are personal reference, demonstrative reference, and comparative reference.

a) Personal Reference

Personal reference is expressed by personal pronouns and serves to indicate individual or object in a discourse. It is reference by means of function in the speech situation, through the category of person. The category of personal reference includes:

1. Personal pronoun

Personal pronoun is a pronoun that is associated primarily with a particular person, in the grammatical sense. Example : *John is my big brother. **He** bought me a doughnut. **He** refers to John.*

2. Possessive determiner

Possessive determiner (possessive adjective): a type of function word used in front of a noun to express possession or belonging. Example : *Sarah and Jane are in the kitchen. **Their** father is cooking in the kitchen. **Their** refer to Sarah and Jane.*

3. Possessive pronoun

Possessive pronoun is used to show possession, or to point out the person who own the object. It replaces a noun within a sentence. Example: *We made that cake yesterday. Do you enjoy **ours**?. In this sentence, **our** refers to we.*

Table 2.1

Person	Personal Pronoun		Possessive	Possessive Pronoun
	Subject	Object	Determiners	
First	I	Me	My	Mine
	We	Us	Our	Ours
Second	You	You	Your	Yours
Third	He	Him	His	His
	She	Her	Her	Hers
	They	Them	Their	Theirs
	It	It	Its	Its

Categories of Personal Reference

(Halliday and Hasan, 2013)

b) Demonstrative Reference

Demonstrative reference is reference by mean of location on a scale of proximity. it is essentially a form of verbal pointing. As said before the speaker identifies the referent by locating it on a scale of proximity. It means to refer to a place of location that people identify. Halliday and Hasan (2013) state that in demonstrative, the word of this, these, that, those, here, there, then and the, is used in demonstrative.

Table 2.2
Categories of Demonstrative Reference

Proximity	Singular	Plural	Adverb
Far	This	These	Then, There
Near	That	Those	Here (now)
Neutral		The	

(Halliday and Hasan, 2013)

Example:

A **young woman** crossed the street. Nobody saw what happen. Suddenly, **the young woman** was yelling for help. (The *definite* article “*the*” refers to the entire first sentence.)

c) Comparative Reference

It is achieved through adverbs and adjectives of comparison, which are used to compare similarities or identities between items in a text.

2) Substitution

Substitution means to replace one item with another. It is a relationship in terms and also a relationship in the text, not a relationship in meaning. Halliday & Hasan (1976) stated a substitute is a counter used to replace the repetition of a specific item. Chojimah (2014) in Astari (2021) pointed out that “replacement is equivalent to the verb to be replaced, which is to replace a word or a group of words with a word that is obviously not related to the replacement word”. It means that one word represents the entire structure.

a) Nominal Substitution

Chojimah (2014) stated that a nominal substitution was a substitute for ‘one’, ‘ones’, or ‘same’ rather than repeating the same words in nominal group. It is usually represented by one or more substitute words (singular or plural). However, it is not only a substitute but also a personal one, the cardinal figure being the first to select common words and pronouns.

Example:

1) I’ll have **two boiled egg**, please.

2) I’ll have the **same**. Here, the use of **same** is a nominal substitution and it **two boiled egg**.

b) Verbal Substitution

Chojimah (2014) defined that verbal substitution was the replacing of linguistic elements that classified verbal with additional

languages that share the similar type. That's what verbal surrogates do. According to the lexical verb, it is used as the head of the language group, and its situations are always at the finish of the pack.

Example:

I don't know the meaning of half those gossip, and, what's more, I don't believe you do either.

Do in that sentence substitutes for **know the meaning of half those gossip**.

c) Clausal Substitution

There are other kinds of substitution where assumptions are not elements in the clauses, it is clausal substitution. Chojimah (2014) stated that clausal substitution is the replacing of lingual units that classified clausal or sentence in additional languages.

Example:

Mahalini will hold a concert in Jakarta if she said so.

In the example, the word **so** substitutes **for will hold a concert in Jakarta**.

3) Ellipsis

In writing, sometimes the writer did not have to change words or phrases. This process is called ellipsis. Renkema (1993) as reported in Has (2021) pointed out that ellipsis neglecting information that had been given in the

earlier sentences. It announced words or parts of sentences. The speakers or the writers think that the clear grammar of the context is usually necessary and so needed improvement. Basically, there is a similar process between the ellipse and the replacement, therefore, ellipsis can be called zero surrogate. The reason for those called the process of similarity is that the two ellipses and substitutions are associated with replacing the language elements, whereas the ellipse has nothing to replace.

In writing, sometimes the author does not need to provide alternative words or phrases. This process is called ellipsis. The ellipsis omitted the information given in the previous sentence. Same as with substitution, there are three kinds of ellipsis: nominal, verbal, and clause ellipsis.

a. Nominal Ellipsis

Halliday and Hasan (2013) pointed out that nominal ellipsis is the ellipsis in the nominal group. Example:

Do you want to listen additional section? – I know *twelve more*.

b. Verbal Ellipsis

Halliday and Hasan (2013) mentioned that verbal ellipsis is the misunderstanding of an element within the verbal groups.

Example:

A: Have you been drawing?

B: Yes, I have.

Based on the example above, the sentence “Yes, I have” is the summarized form of “*Yes, I have been drawing*”.

4) Conjunction

Conjunction are member of small class that have no characteristic form, their function are chiefly as non-moveable structure words that join such units as part of speech, phrases, or clauses. The writers usually use conjunctions to simplify the interpretation of the text, and usually achieved by indicating the relationship between text segments, that a precise function of conjunction. It is not simply a method of adding sentences. Their character in the text is much more than that than, when they provide information for the readers to explain the dissertation. That why some linguist tends to describe them as conversation indicators. Then, Halliday and Hasan (2013) divided the conjunction into four kinds. There are additive, adversative, causal and temporal. Every kind of conjunction has different tags, which shows the relationship between the text parts.

a. Additive

Additive conjunction helps provide additional information without altering the information in the preceding clauses or phrases. Through coordinated conjunction and other transition expressions such as in addition and also, additive or addition conjunctions are expressed in the texts.

b. Adversative

Halliday and Hasan (2013) described that adversative conjunction referred to the opposite of the expectation. The function of the adversative conjunction was to point out against the expectations of the readers and listeners, who can from the mentioned before. Adversative conjunction is convinced in the text by the organizing conjunction 'but' and other conjunctions such as 'however', 'instead', and 'in contrast' which marks the differences or distinctions among the text passages.

c. Causal Relation

Halliday and Hasan (2013) stated that causal conjunction characters the relation of reasons, outcomes, and purposes. Causal relation is obvious by languages such as, as a result, so, and therefore. So is an informal sign of causation. On the other hand, therefore or as a result are used in more formal text.

d. Temporal

Temporal conjunction determines the relationship of the temporal order that exists between sentences. Until then, this time relationship will be expressed in the simplest form. In addition, there are as many expressions like 'after that', 'an hour later', 'finally', 'at last' and the other expressions.

Based on explanation above, these are examples of each conjunction:

1. He went to the canteen **and** sat on the chair. (Additive)

2. She is pretty **but** she is liar. (Adversative)
3. **So**, at night the vale was far beneath. (Causal)
4. **Then**, when snow fell, he slept down to rest. (Temporal)

b. Lexical Cohesion

According to Halliday & Hasan (2013), lexical cohesion is a cover term for the cohesion that results from the co-occurrence of lexical items that are in some way or other typically associated with one another, because they tend to co-occur in similar environment". Lexical devices divide in two types reiteration and collocation.

1) Reiteration

Halliday and Hasan (1976) as cited by Hellalet (2013) define reiteration as two items that share the same referent and could either be repeated or have similar meanings in a text. The forms of reiteration are repetition, synonymy, antonymy, and superordination (hyponymy and meronymy).

a) Repetition.

All of the lexical cohesion devices, the most common form is repetition. The repetition items existing within the text to contribute make it cohesive are name of place and noun repetition.

b) Synonymy

The synonym item occurring in the data is only word that has the identical meaning with other word.

c) Antonymy

Antonymy is the relation between items of opposite meanings.

d) Superordination

Hyponymy refers to items of 'general-specific' or 'an example of' relationship. Meronymy is a 'whole-part' relationship between items.

2) Collocation

Paltridge (2013) define collocation is a combination of vocabulary items that co-occur together. It includes combinations of adjectives and nouns such as, 'fast food', verbs and nouns such as, 'run out of money', and other items such as, 'men' and 'women'.

Halliday and Hasan (1976) stated that collocation means that the cohesion devices in words are indirect and difficult to approximation. It's a systematic relationship between a pair of words. This includes not only synonyms and hypernyms, but also a variety of opposite and complementary pairs.

Example: Why does this little **boy** wriggle all the time? **Girl's** don't wriggle.

Based on the example above, the collocations are *boy* and *girl*.

They are related by a particular type of oppositeness, called complementary.

G. Coherence

Coherence is defined principally as a feature of text, either in terms of the linking of sentences (cohesion) or as the relationships among propositions in the text (sticking to the point). Coherence is categorized of four types, there repeating key nouns, consistent using pronoun, transition signal, and logical order.

In composing a good paragraph, coherence is one part that should be there inside it. Coherence mean that all of the sentences are connected in a paragraph. It can be connected to transition (words and phrases), reference of pronouns, and repetition of keywords and phrases. According to Oshima & Hogue (2007), there are four ways to achieve coherence such as repeated keywords, consistent use of pronouns, transition signal, and logical order.

1. Repeated Keywords

According to Wiemelt (2019) repeating keywords or phrases helps connect and focus ideas through essay. Repetition of the keyword is known as repeating an idea. Repeating an idea can help the writer to develop coherent in writing and also help the reader to stay focused by reminding them of the main idea.

For example:

Most students are intimidated by the works of William Shakespeare. They believe Shakespeare's sonnets and play are far too complicated to read and understand.

The word "Shakespeare" is repeated in the second sentence.

2. Consistent Use of Pronouns

Pronouns can help the writer avoid repeating a noun monotonously that can be used to replace nouns that have previously been mentioned once or several times. Pronouns can also help readers track essential sentence elements.

By referring to preceding nouns and pronouns, pronouns are utilized to link or connect phrases. It can assist in the creation of easy-to-read paragraphs by removing unneeded repetition and wordiness. "When using pronouns in the text, make sure to use the same person and number throughout the phrase or paragraph," according to Oshima & Hogue (2006). Don't change from "you" to "he" or "she" (change of person) or from "he" to "they" (change of number)". It can be concluded that the use of pronouns should be consistent, it mentions to the previous nouns or pronouns.

3. Transition Signal

According to Oshima & Hogue (2006) the writer must employ transition signals to produce coherence. "Transition signals are like traffic

markings, they tell the readers when to go forward, turn around, slow down, and stop,” according to Oshima & Hogue (2006). This could imply that transition signals are employed to lead readers from one concept to the next. Transition signals are words or phrases that connect sentences to increase the writing's internal cohesion and coherence. It's akin to switching from one concept to the next. Transition signals serve as a link between sections of the text. It is difficult for the writers to generate a meaningful paragraph without transition cues.

Transition signals are expressions such as first, finally, and however, or phrase such as in conclusion, on the other hand, and as a result. Other kinds of words such as subordinators (when, although), coordinators (and, but), adjectives (another, additional), and prepositions (because of, in spite of) can serve as transition signals. Transition signals are like traffic signs; they tell your reader when to go forward, turn on, slow down, and stop. In other words, they tell the reader when giving a similar idea (similarly, and, in addition), an opposite idea (on the other hand, but, in contrast), an example (for example), a result (therefore, as a result), or a conclusion (in conclusion).

4. Logical Order

Beside from using key words, consistent pronouns, and transition signals, Oshima and Hogue (2007) suggest that the last technique to establish paragraph coherence is to arrange the sentences in some form of

logical order. The use of logical order in a paragraph is determined by the subject and aim of the writing. The researcher can combine two or more kinds of logical order in this writing. In this writing, the researcher can use two or more types of logical order. The most important thing for the writer to remember is to get used to writing in English. In English writing, there are several types of logical order:

- a. Chronological order: chronological order by time, in other words, it is a sequence of events or steps in process.
- b. Logical division of ideas: in logical division of ideas, a topic divided into several parts and each discussed one by one.
- c. Comparison/contrast: in comparison/contrast paragraph, there are some similarities and/or difference between two or more things discussed in the paragraph.

H. Conceptual Framework

The conceptual framework of this research is present on the following chart.

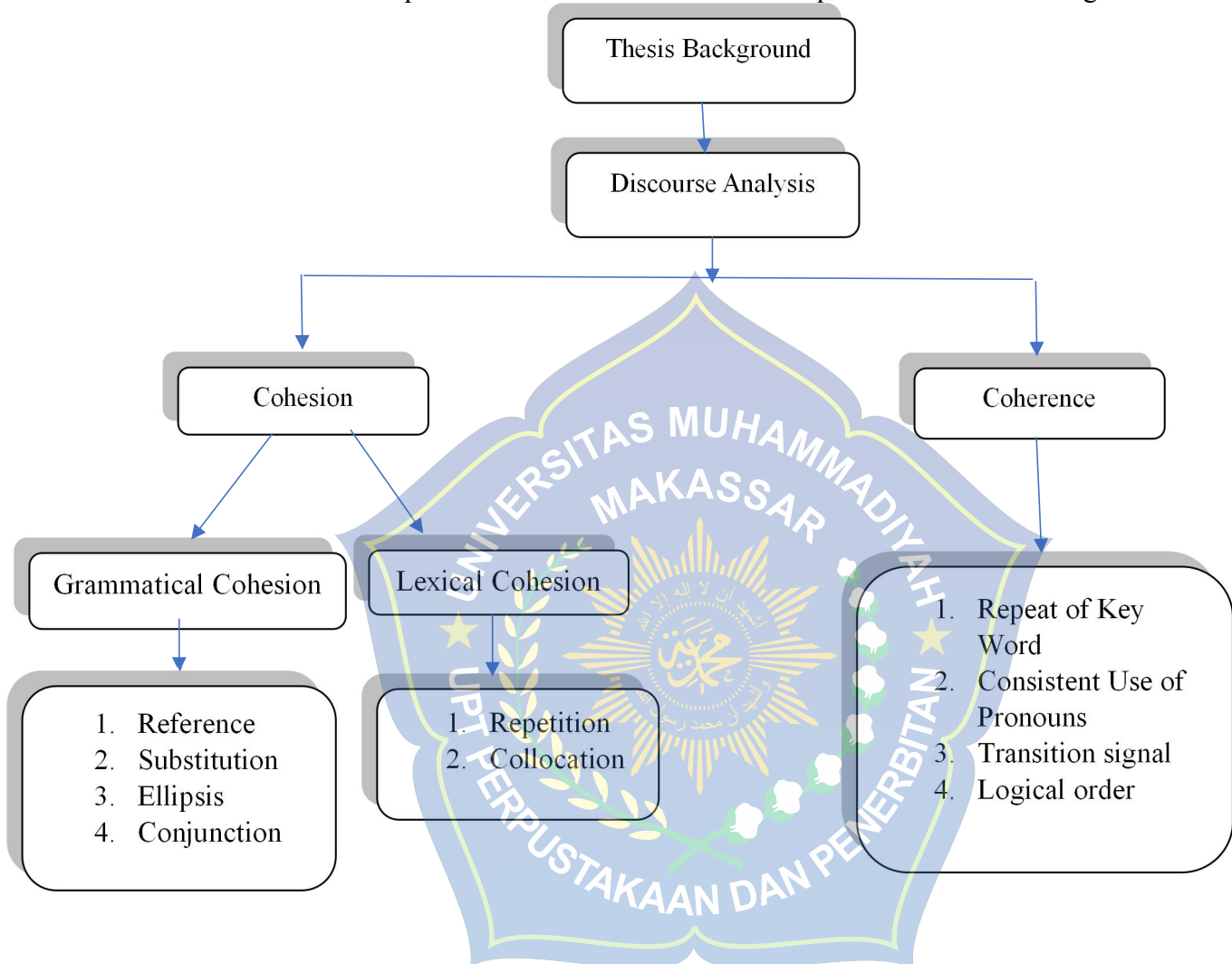


Figure 2.1 Conceptual Framework

Based on the conceptual framework design, the researcher studied about thesis background of the students. Where this research is part of discourse analysis. For analysing the researcher used cohesion and coherence. Where the cohesion consists of two types such as grammatical cohesion and lexical cohesion. In the grammatical cohesion consists namely; reference, substitution, ellipsis and conjunction. In the lexical cohesion consists repetition and collocation. In

coherence of background of students' thesis, the researcher focused on analysed the element to achieve the coherence such using a repeat of keyword, using consistent pronouns, transition signal and using logical order.



CHAPTER III

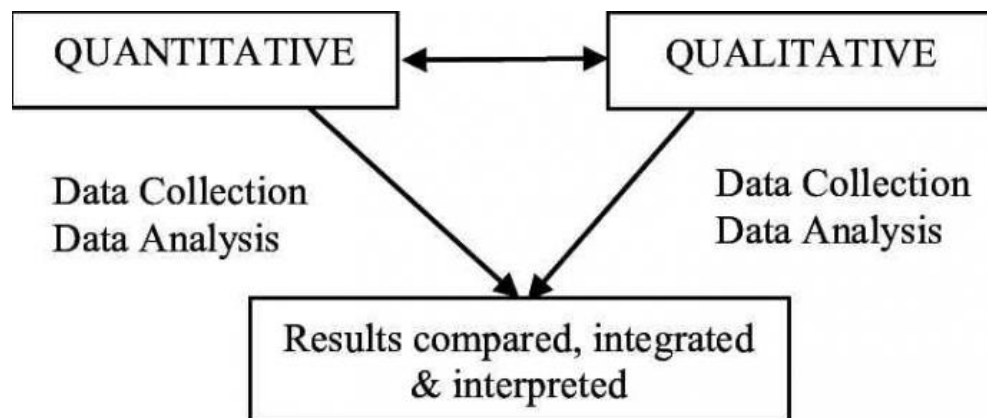
RESEACRH METHOD

A. Research Design

Research design means an important part of conducting research. In conducting the research, the researcher used mixed methods design. As a method, mixed methods focus on collecting, analysing, and mix both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone.

Mixed methods can be divided into two main models, namely sequential models and concurrent models. The sequential model is divided into two, namely sequential explanatory and sequential exploratory. The concurrent model is divided into two, namely the concurrent triangulation model (a balanced mixture of quantitative and qualitative) and the concurrent embedded model (a mixture of reinforcement / the second method strengthens the first method).

Based on the division of mixed methods research types, the research chose to concurrent model design that belongs to the concurrent embedded model. This type of design is a mixed methods research design that is carried out by carrying out quantitative research first and then using qualitative research to make the first method strengthen.



Cresswell (2007)

Figure 3.1 Design Concurrent Model

B. The Research Subject

The purposive sampling technique was used in this research in selected the research objects. There is main criteria used by the researcher:

The thesis of students who had graduated their study in 2021 at Master of English Education Program of Unismuh Makassar. Five thesis background are taking from the 2016 academic year and one background are took from the 2017 academic year

Due to a limited number of thesis submissions, with only 6 students' thesis who had submitted, the samples size for this research was restricted to analysed the backgrounds of these six-thesis background.

C. Research Variable and Indicator

1. Variable

The research consists of two independent variables and one dependent variable. The independent variables are cohesion (X1) and coherence (X2), meanwhile, the dependent variable is students' writing background of thesis (Y).

2. Indicator

The variables of this research are consisted of some indicators that presented as follows:

- a) The indicator of cohesion divided in grammatical and lexical. Grammatical cohesion is comprised of reference, substitution, ellipsis, and conjunction, whereas lexical cohesion is comprised of reiteration and collocation
- b) The indicator of coherence there are repeated key nouns, consistent use of pronouns, transition signal, and logical order.

D. Research Instrument

The researcher always needed an instrument to collected data and for this research it is used analysis of document as the instrument for data. In this research the researcher acts as key instrument because it involves analyses document. Document analysis is a form of qualitative research in which the researcher interprets documents to give voice and meaning to an assessment topic. Then, the data of cohesion and coherence types is display in checklist table. The documents

took from the background thesis written by the postgraduate of Unismuh Makassar. The next must be classified into the table with criteria took from studied of Halliday and Hasan (2013) and Oshima and Hogue (2007).

E. Technique of Data Collection

Collecting required data is one important step in a research. Therefore, the research must have the proper technique for collecting data. There are several techniques that can be used to collect data in a quantitative and qualitative data. In this study, the writer used documentation to collecting the data in this study.

1. The researcher took thesis from the library that would become the samples.
2. The researcher read the paragraphs from the background to analysed the thesis carefully.
3. The researcher determined the paragraphs in the background of the thesis.
4. The research picked up and analysed cohesion and coherence in postgraduate writing in the background of the thesis.

F. Data Analysis

1. In analysing the data for quantitative, the researcher applied the Krippendorff's (2004) theory as cited in Karlina (2020). The stages were used as follows:

a) Identification

In identifying the data, the researcher read the words, phrases, and sentences in the paragraph in the background of thesis written by the postgraduate students carefully.

b) Classification

The researcher classifying the texts which used cohesion and coherence devices. Then the researcher chose and marked some word that contain correctly the used of the cohesion and coherence devices. The next must be classified into the analysis table based on the instrument of the study.

c) Percentage

Next, the researcher calculated the percentage of each cohesion and coherence devices of each paragraph that has been analysed. The researcher counted the number of cohesive and coherent items which have been coded in percentage.

$$P = (F/N) \times 100\%$$

With:

F = the total number of cohesion and coherence items on students' background of thesis.

N = the number of each type of cohesion and coherence on students' background of thesis.

P = the percentage of types of cohesion on students' background of thesis.

Gay et al., (2012)

2. In analysing the data for qualitative the researcher used Miles et al. (2014) qualitative data analysis method. The method consists of three steps. They are:

a) Data Reduction

Data reduction is process of selecting data and separating the data to be analysed, in this research the categorization is carried out by selecting six thesis background and selecting data in the form of words, phrases and sentences.

b) Data Display

The display of data is the second large flow of analysis activity by displaying the table, data display is also an established, compressed configuration of information to allow evaluative perspective and action.

c) Conclusion: Drawing/Verifying

The last steps of analysis data are conclusion drawing and verification. After being analysed using the analysis table are explained descriptively. One by one the findings from each cohesion and coherence in the study's background are discussed.

CHAPTER IV

FINDINGS AND DISCUSSION

This study analysed coherence and cohesion in background of thesis written by postgraduate students at University of Muhammadiyah Makassar. To analysed it, the researcher took words, phrases, and sentence in background of study of chapter I as the data source. Then those data were analysed according to the measures of a well-arranged paragraph specifically on the coherence and cohesion of the paragraphs. After that, the researcher identified the paragraphs to meet the standards of the coherence and cohesion which is marked by the coherence markers and cohesion devices.

A. Findings

1. The Kinds of Cohesion and Coherence are Used in The Background of the Students' Thesis

The findings below describe types of cohesion and coherence used by postgraduate students in background of thesis. The researcher collected the data and calculated each of the types. Furthermore, the following table shows the data of number of occurrence and percentage types of cohesion and coherence used by postgraduate students in background of thesis.

a) Cohesion

Table 4.1 Cohesion in the thesis background

Variable	Indicators	F	%
Grammatical	1. Reference	292	36.00 %
	2. Substitution	89	11.00 %

	3. Conjunction	374	46.00 %
Lexical	1. Reiteration	53	6.50%
	2. Colocation	4	0.5 %
		812	100%

Table 4.1 shows that the number of type cohesion in all background. Cohesion includes two types there is grammatical cohesion and lexical cohesion. Grammatical cohesion includes four types such as reference, substitution, ellipsis, conjunction. Lexical cohesion includes two types such as reiteration and collocation. In grammatical cohesion, conjunction is the most frequent types among all types of cohesion which appear 374 times or 46.00%. The second is reference which appears 292 time or 36.00 %, and the third position is substitution 89 times or 11.00 %. Then, in lexical cohesion reiteration appears 53 times or 6.50% and colocation appears 4 times or 0.5 %.

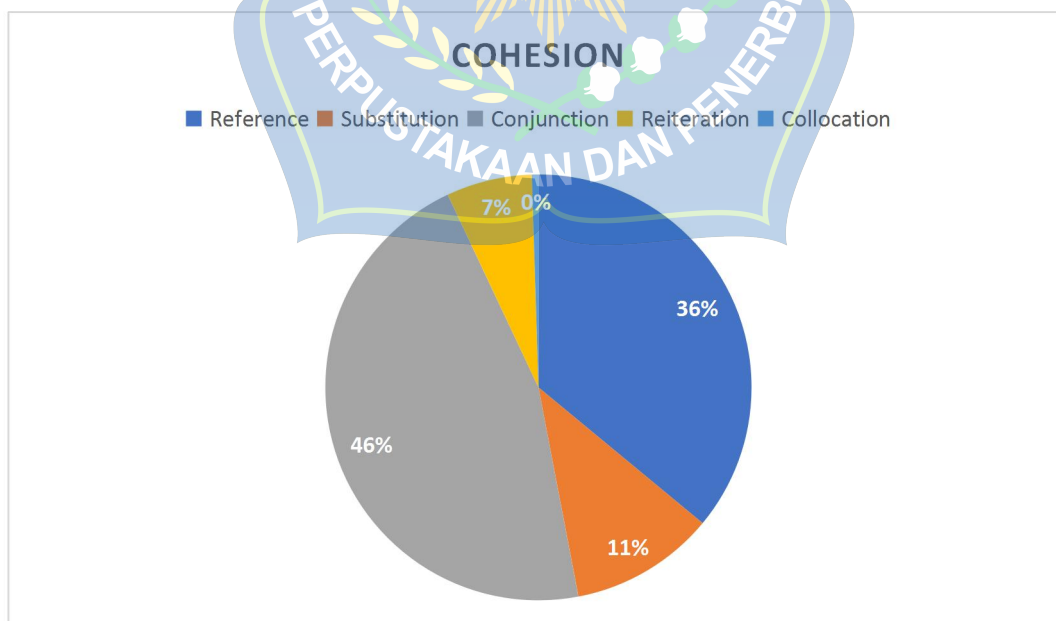


Diagram 4.1 Cohesion in the thesis background

b) Coherence

Variable	Indicators	F	%
Coherence	Repeating Key Nouns	51	9.00 %
	Consistent Pronoun	113	20.00 %
	Transition Signals	366	65.00 %
	Logical Order	34	6.00 %
		564	100%

Table 4.2 Coherence in the thesis background

Table 4.2 above showed that there are 564 coherent in the 6 background of thesis. All coherent types appear. Coherence divided into 4 types, there are: using the consistent pronoun, using repetition of keywords, transition signal and using the logical order. Transition signals is the most frequent type among all types of coherence. It appears 366 times or 65.00 %. Next is consistent pronoun which occurs 113 times or 20.00 %. While repeating key noun emerges 51 times or 9.00% and the last is logical order which occurs 34 times or 6.00% logical order is the last frequent type of coherent.

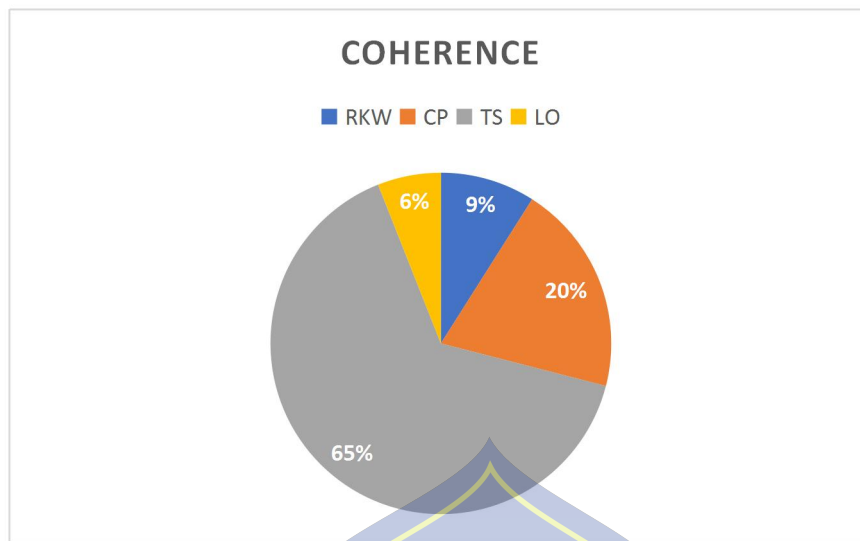


Diagram 4.2 Coherence in the thesis background

2. The Cohesion and Coherence Devices are Used in Paragraph of Students' Thesis Background.

a. Cohesion

There are two types of cohesion devices:

1. Grammatical Cohesion

The kinds of grammatical cohesion are reference, substitution, ellipsis, and conjunction.

a) Reference

Reference is the second rank in types of cohesion after conjunction. It shows 292 times or 36.00% of total occurrences.

1) Personal Reference

Generally, the cohesion devices constantly occurring within the text is reference. The personal reference

elements which occur in the text are personal pronoun as *subject I, it, they, we and as object them, us* and possessive adjective *it, my, their, and our*. Here, the examples of personal reference:

Extract 1.... “When students study independently, **their** performance do not always have a positive or negative effect on one other”. (Thesis 4 paragraph 7)

Based on the bold “**their**”, it is clear that is reference device in which the word “**their**” refers to student’s performance. From such point, we know that the word of “**their**” is a personal pronoun which indicate individual.

Extract 2... “Glenn (2018) **she** found the result of **her** research can be concluded that many obstacles in the implementation of 2013 curriculum, such as the limited time on English teacher and learning activities, the facilitates and infrastructure, and the assessment”. (Thesis 1 paragraph 21)

From example above **she** and **her** is refer to the researcher. But in this case, she actually inappropriate to put because in front of the sentence the writer has done wrote the name of the researcher.

2) Demonstrative Reference

The demonstrative reference elements that appear in the text are neutral demonstrative represented by definite article *the*, the selective participant demonstratives *this, these, that, those* and the circumstance selective demonstrative *there*. Here, the example of demonstrative reference:

“Perception is cognitive process experienced by each individual in selecting, organizing, interpreting and interpreting information and sensation inputs received thought sight, hearing, smell, touch, feeling, and appreciation so as to produce a picture. **This** is also stated by Parek (2013), perception is the process of an individual selecting, organizing and interpreting information inputs to create a meaningful picture of the world”. (Thesis 3 paragraph 21)

Based on the background above, it found that demonstrative reference that used.

3) Comparative Reference

The comparative reference elements which occur in the text are particular comparison through enumerative *more, epithet better, higher, harder, hardest* and general comparison through identity *same, different, differently*. Here, one of the examples of comparative reference:

“As the last curriculum, in English language teaching the 2013 curriculum use communicative approach. This approach is one of the methods that engage the teachers to be **more** creative to create activities which support the learners to use the language for communication”. (Thesis 6 paragraph 2)

Text above is an example of comparative reference. From such point, we know “more” here refers to the teacher action in implementing 2013 curriculum.

b) Substitution

The substitution elements that appear in the text are verbal substitution *this, that* and clausal substitution *so*. But it occurs on very little quantity. Here, one of the examples of substitution:

“The objective of teaching speaking skill is to increase **one’s** communicative performance”. (Thesis 4 paragraph 5)

In the example above, the nominal substitute “*one*” was referred to speaking skill.

c) Ellipsis

Ellipsis has three elements, namely nominal ellipsis, verbal ellipsis, and clausal ellipsis. But there is no ellipsis items found in the background.

d) Conjunction

As mentioned before that conjunction is the most frequent type of cohesion after reference. It appears 374 times or 46.00 % of total occurrences of cohesion ties. Conjunction is semantic system where by speaker relate clause in term additive, adversative, temporal and causal.

1) Additive

In the discussion about conjunction elements, Halliday and Hasan refer only those that combine between sentence and sentence or paragraph and paragraph, while conjunction within sentence or phrase and phrase, word and word and beyond the matter. And the additive conjunction items which demonstrate within text are *and*, *also*, *in addition*, *besides*, *thus*, *for example* and *on the other hand*.

Here, one of the examples of additive conjunction:

“While there are several approaches to teaching speaking, the learning process continues to encounter numerous setbacks. **On the other hand**, teacher should seek out more innovation **and** exciting ways to develop in the course of learning to talk in enhancing student’s enthusiasm or encouragement to participate in the learning process”. (Thesis 4 paragraph 7)

From example of background above, “**on the other hand**” is used to Introduces a contrasting idea or solution teachers should innovate to increase student participation and enthusiasm. Meanwhile “**and**” is used to connect activities are done in the same time.

2) Adversative

Adversative conjunction item which appears in the text are *but*, *even*, and *however*. Here, one of the examples of adversative conjunction:

“... it turns out they didn’t research two types of reinforcement, they only research the success of teachers in using positive reinforcement **but** they didn’t research

negative reinforcement used by the teacher”. (Thesis 3 paragraph 26)

3) Temporal

Adversative conjunction item which appears in the text are *meanwhile, then, next, finally, first, second*, etc. Here, one of the examples of temporal conjunction:

“**First**, visual perception of the sense of sigh, namely the eyes”. (Thesis 3 paragraph 23)

From the example above, *first* is the example of temporal conjunction within sentence.

4) Causal

Halliday and Hasan (2013) stated that causal conjunction characters the relation of reasons, outcomes, and purposes. Causal relation is obvious by languages such as, *as a result, so*, and *therefore*. So is an informal sign of causation. Here, one of the examples of temporal conjunction:

“**Therefore**, this research was conducted to investigate the relationship between the students’ achievement on CBT national examination for Public and private Junior high school as well as, Tsanawiyah school Jenepon to regency”.

From the findings above, it knows that the students mostly used additive conjunction to connect the ideas in the explanation texts. It arranges semantic relation using familiar words even for neophyte readers. Additive is easy to

understand because it adds presenting idea with new one instead of adversative or causal which prosecutes more readers'' cognitive competence

2. Lexical Cohesion

a. Reiteration

Reiteration itself included repetition, synonym, antonym and superordinate. In background, repetitioin is dominant apprear with 50 times or 94.33% and the seond is synonym with 3 times or 5.66%. While, superordinate and antonym are not found within text. Here the example of the repetition:

“ **Education** is one of the important part of nation and public development. The law indicate how crucial an **education** for the citizen to develop this country. Therefore, it needs a parameter to control the **education** quality for national scope, to see whether or not the objectives have been achieved”. (Thesis 2 paragraph 1)

The sentence above is the example of noun repetition.

b. Colocation

The second one of lexical cohesion is collocation, and it appears in sentence:

“Communication refers to speaking, which is a complex and **time-consuming** skill towards oral communication”. (Thesis 4 paragraph 2)

The sentence “time-consuming” it included combinations of adjectives and nouns.

b. Coherence

Coherence divided into 4 types there are: using the using repetition of keywords, consistent pronoun, transition signal and using the logical order.

1) Repetition keyword

As previously mentioned, repetition of keywords appears 51 times or 9.00%. It can be mean that through the using of repetition of keywords used by students in background of thesis still repeated the similar words in the paragraph or sentences. As an example of using repetition of keywords in one of the thesis backgrounds below:

“According to Lejeune (1999), **collaborative learning** is a personal concept, not merely a classroom technique. In all case where people come together in groups, it involves interacting with people in ways that highlight the strengths and achievement of individual group members. Each group members. Each group action requires the sharing of authority and acceptance of responsibility by all group members. **Collaborative learning** fundamental theory is founding in community members cooperating. Reasonable teaching-learning methods must be chosen and implemented to ensure the successful delivery of Education for sustainable growth. **Collaborative learning** is a teaching and learning method that entails groups of learners cooperating to solve problem completed a task, or produce a product. **Collaborative learning** is described by the following characteristics: a shared mission or activity; small group learning and cooperative behaviour; independence; and individual responsibility and accountability”. (Thesis 4 paragraph 10)

For the example above, the writers repeat the keyword of **collaborative learning** in order to ease comprehension for readers and to strengthen the argumentation of the readers. By repetition of keywords, the readers will easily expect the topic that is being written.

2) Consistent pronoun

Using consistent pronoun is a word that take place of noun and pronoun in a sentence. There are 113 time of using consistent pronoun in the students' background of thesis. Here one of the examples of using consistent pronoun in student's background of thesis.

“Textbook are necessary for teachers and students to support **their** teaching and learning activities. The teachers need textbook to supply material and that **they** are demanded to supply **it** creatively to assist the scholars in understanding the lesson more clearly”.(Thesis 5 Paragraph 2)

From example above, the word **their** and **they** is acts as object who refers to the teacher. The word **it** is personal pronoun which refers to textbook.

3) Transition signal

Transition signal appears 366 times or 65.00 %. The research founded transition signals are usually placed at the start of the sentences such as first, in conclusion, and on the other hands. It also appeared in the middle or end of sentences such as and, that, because, and the last.

On this data, the researcher found the transition signal that used such as the example below:

“Yatim (2016:79) found that giving reinforcement in the class includes several objectives, namely: increasing students attention, arouse **and** maintain student's motivation, facilitate students learning, controlling **and** modifying student behaviour that is less positive **and** encouraging the emergences of positive behaviour”. (Thesis 3 paragraph 7)

In example above, item “**and**” used to add idea between the clause it also acts as clause connectors.

4) Logical order

Logical order is the lowest appear in the six backgrounds thesis. It appears with 34 times or 6.00%. Logical order helps the writers create a paragraph with a clear purpose that is easy for the readers to follow. This shown is example about comparison or contrast paragraph in background of thesis.

“As it well known that the expected target of implementing the 2013 curriculum is that the learners are able to use English communicatively, oral, and written. Unfortunately, in teaching English using the 2013 curriculum there is no specific part which emphasis on learners being able to know the structure, but for be able to use English communicatively, however the learner should know the concepts of structure or grammar correctly.

In the previous curriculum, the learner is emphasized to memorize all forms of grammar formulas, must memorize time sentence formulas such as present, past and continues, memorize nominal sentence forms, verbal sentences and others. This is a concern for teachers now because they feel that learner are facing very difficult to understand the form of grammar because at the junior high school level grammar has not been emphasized to be taught to the learners, it is different form when teachers during the school days in their day. So it can be a challenge and problem faced by the teachers who are must implement the 2013 curriculum which emphasize the communicative learning and ignore the grammar comprehension”. (Thesis 6 paragraph 6)

From the example above, the comparison or contrast paragraph appear, it focused two ideas as important ideas in the paragraph that is the 2013 curriculum and the previous curriculum.

B. Discussion

In this section, the researcher discusses the research's findings based on the related literature review that provided in the chapter II. The researcher presents the facts that found in the result' findings as follows:

1. The Kinds of Cohesion and Coherence That are Used in The Thesis

Background

After analysed the data, it is required to discuss the results that have been presented by the findings before on this discussion part. According to Halliday and Hasan (2013) defined the cohesive as grammatical and lexical cohesion. Grammatical cohesion is comprised of reference, substitution, ellipsis, and conjunction, whereas lexical cohesion is comprised of reiteration and collocation. Based on the results that have been presented on the findings, it is showed that the cohesive tools were found in students' writing. The study also revealed that almost all of the students used cohesive tools in their writing specifically in reference and conjunction. However, not all of cohesive tools were found in their writing. In this case, it can be understood that the students are more familiar with certain device only in cohesion and still need to understand more about the cohesive tools to make their writing more attractive.

From the previous data has been provided on the findings, the use of conjunction was highest than other devices of cohesion. The conjunction became mostly used in the 6 background of thesis. It could also be assumed that the students knew very well in using conjunction in their background. Unlike the present research, both previous researchers Putra & Astari (2022) and Seken & Suarnajaya (2013) who had investigated cohesion and coherence in the student writing. In their research, the result showed that conjunction was the second device used in the students' writing in the background of thesis.

In addition, for next findings of study it showed that reference was the second type most widely used by the students in cohesive tool. Almost all of them used this kind of cohesive tool in their writing. Among those kinds of references appeared in the students' writing, the highest number found in the reference was in personal reference. This means the students frequently repeat the same reference in their writing and they are also more familiar with this kind of reference.

On the other hand, the use of substitution was rarely used. It had the smallest number of occurrences than other devices. In addition, the use of ellipsis was not found. It was probably the students confused between ellipsis and substitution. Putra & Astari (2022) indicated that the ellipsis was not found in the background of skripsi it was probably the lack of the students' understanding of ellipsis to make their writing cohesive.

Whereas, the type of lexical cohesion which occurred in the background was reiteration. It was a form of lexical cohesion which involved the repetition of a lexical item and the use of a synonym. This is important that students' ability in building cohesion influence their writing quality. When students write a text cohesively, the text will be easy to read and to understand because the elements within text are linked. Based on Halliday and Hasan (1976) theory, the cohesive text is a text which element in the text and some other element are linked so that it creating a meaningful and readable text. It is in line with the reality happens in students' background of thesis written by the postgraduate students' of Unismuh Makassar. So, cohesion provides strong evidence that it contributes to readable

writing. However, the fact showed that the sentences within text should not be connected by the existence of all cohesion devices. Some of the adequate devices are as much as necessary to create a series of sentences called as a text. Besides, ellipses and colocation showed a weak correlation with the quality of writing. In line with this, the research showed that background of thesis written by postgraduate students of Unismuh Makassar is classified as a high quality of writing because provide cohesive tie in appropriate used.

The background of thesis written by the postgraduate of Unismuh Makassar has coherence ties. The sub categories of coherence devices appear with repeating keyword, consistent pronoun, transition signal and logical order. Transition signals are the most common type that used among all types of coherence. The second rank is consistent pronoun. Next is repetition keyword appeared and last position is logical order.

In accordance the coherence theory of Oshima and Hogue (2007), they proposed four elements to achieve coherence in a text, those are repeating key noun which considered as the easiest way to achieve coherence, using consistent pronoun, use transition signal to link the ideas and logical order. Moreover, the theory very influences to create the unity of the background of thesis. The writer assume that the truth of theory is proved in the background of thesis. The four sub categories of coherence devices were used in those background of thesis as the data findings.

Same as cohesion, the students' ability in building coherence also influences their writing quality. When the students write a text coherently, the idea of the text will be easy to catch and sentence by sentence within text relate to each other. So, readers will get meaning of the passage completely. It can be concluded that coherence is one of the important elements of writing which should be emphasized in writing.

Seeing the discussion above, we can conclude that in students' background of thesis written by the postgraduate students of Unismuh Makassar ability is good enough. It can be showed that all of the students have more than moderate scale of coherence. It can be sum up that cohesion and coherence are the important elements for a good writing. They are certainly important to the linkage between reader and writer in readable writing. Besides, they are important elements which should be included within the teaching of writing activity.

2. The Used of Cohesion and Coherence Devices in The Thesis Background.

a. Cohesion

1. Grammatical cohesion

a) Reference

The Law indicates how crucial an education for the citizen to develop this country Therefore, **it** needs a parameter to control the education quality for national scope, to see whether or not the objectives have been achieved.

In the example above, the objective pronoun "it" in the text above should be replaced by the possessive one "its" since it referred to the possessive

of “the law.” In this case, the student was not be able to differ the use of personal reference “it” as objective pronoun and as possessive pronoun.

b) Substitution

In the substitution (10.96%), the occurrence of cohesive links was less defined on the students’ thesis background writing. The researcher only found few cases in their essay so that only few examples that she can illustrate it. It was due to most students used references since nominal substitution has similar function with personal reference in constructing sentence.

Taken from Thesis Background 1 paragraph 3:

So, the reformation and importance of the curriculum, education practitioners in Indonesia are continuously looking for ways to improve the quality of education, **one** of which is 2013 curriculum which is expected to give contribution for the realization of the qualified and potential learner.

In the example above, the nominal substitute “one” was referred to “curriculum” so that the meaning makes sense. In this case, the use of substitution “one” was appropriate. It referred to the singular noun.

c) Conjunction

Besides, the teachers should be able to deliver the materials in good order based on the steps of teaching by applying some teaching techniques in order to attract the students' attention **and** build up the students' motivation to study English. English Teachers also able to arrange **and** manage the classroom **and** everything in the classroom (students, students seat, classroom facilitation, etc) **and** also manage the teacher itself before and during teaching and learning process (manage discipline, manage the voice and performance, etc) in order to

create a good **and** comfortable learning condition **and** makes the teaching **and** learning process run well.

From thesis background above, conjunction was more use inappropriately than appropriate. It implied that the students were familiar it but they still had insufficient knowledge about it. It can be assumed that students did not have adequate ability to create text unity. From all cases of inappropriate uses of conjunction, it can be noted that most of those errors are unable to use the conjunction items in creating cohesion by linking or combined the clause, sentences and paragraph. The researcher also found less the use of conjunction as transition functioned to keep continuity of the main idea of the text. This problem might be derived from overgeneralization of the rules or pattern to another pattern in English.

2. Lexical Cohesion

a) Reiteration

Among the different types of lexical cohesion especially in reiteration. The most frequent type employed through all the thesis were repetition for each thesis background. Repetition is used to specify and point up the object of the research, it can be seen in the use of word “Education”, “Curriculum”, “Textbook”, “Teacher”, “Collaborative learning”.

b) Collocation

The second place of dominant lexical cohesion is collocation. It is a lexical cohesion which depends upon their tendency to co-occur in

texts. It deals with the relationship between the words of the fact. These occur in the same surrounding. On the other hand, collocation is the various lexical relations which do not suspended to the referential identity and do not accompanied by “the” or demonstrative. In addition, according to Halliday and Hasan, collocation is lexical cohesion that achieved through the association of lexical items that regularly co-occur. It is not only represented by synonym or superordinate, but also by pairs of opposites in various kinds. In this research, it used for 4 times from total of lexical cohesion found in this research. The result showed the students mostly didn’t use collocation maybe because they didn’t understand when collocation is used. According to Paltridge (2013) collocation is a combination of vocabulary items that co-occur together. It includes combinations of adjectives & nouns and verbs & nouns.

b. Coherence

1) Repeating key word

Repeating key nouns is one of the ways to achieve coherence and is the easiest way for writers to make sentences into unified sentences. In addition, repeating key nouns will make it very easy for readers to understand reading. The readers will be able to connect one idea to another. The ability to use repeating key nouns to connect ideas in each sentence sometimes encounters obstacles with doubts and adjustments to the placement of key nouns. Based on the theory of Oshima and Hogue (2007),

there is no definite provision for the number of repetitions of key nouns as a way to achieve coherence in each paragraph. Consequently, the researcher observes that each background contains repetition of key nouns related to the topic discussed. Below are examples of sentences that use repeating key nouns that make sentences coherent by connecting one idea or one sentence to another because there are repeating key nouns.

Taken from Thesis Background 1 P1:

Education is one of the factors that determine the quality of a nation **Education** is one of investments that will produce humans who have the knowledge, attitudes, and skills needed in the development of a nation. **Education** can run well because it is supported by the good curriculum. In Indonesia the application of curriculum is not fixed and always changing. This happen because for the sake and common good in realizing the vision and mission in order to achieve an optimal result.

The paragraph above includes coherence with the proper use of repeating key word where every sentence from the beginning to the end of the paragraph there is a repeating keyword that makes the main idea build and connect well. In the paragraph above, the main topic discussed is "Education", and it is repeated 3 times in paragraph 1.

In the other example below is the sentence that has an error in using repeating keyword.

Taken from Thesis Background 3 paragraph 11:

The importance of using, positive reinforcement in learning based on the characteristics of the student when facing something that is difficult for him. Students need something that can strengthen their motivation so they don't do something right. Positive reinforcement or reward is an award or gift given to someone as soon as the person displays the desired behavior. Positive

reinforcement can increase students' self-confidence and be happy, excited and make students enthusiastic about learning, Martin (2015).

The paragraph above shows the absence of repeating key nouns and the lack of linkage between sentences, so the ideas in the paragraph above are not well developed.

From the discussion and examples above, it can be concluded that the use of repeating key word is very helpful to achieve coherence in writing a paragraph. If the repetition of a key word is considered too much, it can be replaced by using a pronoun that leads to the key word.

2) Consistent Pronoun

The use of consistent pronoun makes writing clear and unambiguous, this is also very important in writing a background thesis. In writing a background thesis, the writers must make sure that they use a consistent pronoun from beginning to end the paragraph. For example, if the writer from the beginning of the paragraph uses the pronoun "you", then the pronoun "you" cannot be changed to "we" in the next sentence, this will make the sentence incoherent. The following is an example of a coherent paragraph using consistent pronouns in the thesis background.

Taken from Thesis Background 4 paragraph 9:

It is evident when **they** collaborate or conduct the conversation as a team. **Students** should collaborate to solve their problems.

The use of pronouns in that paragraph are "**students**", and "**they**".

Where the main subject is students, then the pronouns "they" refer to plural

students. So that the paragraph above is declared coherence because of the consistent use of pronouns, where the author does not change the pronoun from the beginning to the end of the paragraph into an inappropriate pronoun, for example at the beginning of the paragraph the author uses the pronoun "students" and at the end the author replaces the word "students" with the pronoun he, she, him, her or your, because it can affect the level of coherence of a paragraph.

Students also have errors in using pronoun; the following paragraph is an example of error in the use of consistent pronouns:

Taken from Thesis Background 1 paragraph 21

Glenn (2018) **She** found the results of her research can be concluded that many obstacles in the implementation of 2013 curriculum, such as the limited be concluded that time on English teaching and learning activities, the facilities and infrastructure, and the assessment.

The paragraph above is less coherent, where in that paragraph there is double pronoun. It can be seen that at the beginning of the paragraph the author uses the name of the researcher and then used pronoun she.

3) Transition Signal

Coherence can be achieved in writing by using transition signals to connect ideas, sentences, and paragraphs. Transition signals are a highly useful tool when writing coherently. This occurs as a result of the transition signal's ability to connect and sustain thoughts mutually. When writing a thesis background, the use of transition signals is especially

crucial since it facilitates the easy understanding of the concepts or issues covered.

Taken from Thesis Background 1 paragraph 12:

Sohibun and Eripuddin (2017) said that the use of curriculum in Rokan Hulu found that **more** teachers agree with the new curriculum (2013 curriculum) based on the existing system in 2013 curriculum, **but** they found that Rokan Hulu itself is **more** efficient when using the last curriculum **because** the school facilities **and** good infrastructure does not support the implementation of the 2013 curriculum runs perfectly.

The paragraph above shows that the use of transition signals is very helpful in connecting words with words, for example the words "more", "and", "but" and "because".

4) Logical Order

Logical order is used if there is a certain order in the sentence so that the logical order becomes a link between the first and next sequences, logical generally describes the time.

Taken from Thesis Background 6 paragraph 6

In the previous curriculum, the learners is emphasized to memorize all forms of grammar formulas, must memorize time sentence formulas such as present, past and continues, memorize nominal sentence forms, verbal sentences and others. This is a concern for teachers now because they feel that learners are facing very difficult to level understand the form of grammar because at the junior high school level grammar has not been emphasized to be taught to the learners, it is different from when teachers during the school days in their day. So it can be a challenge and problem faced by the teachers who are must implement the 2013 Curriculum which emphasize the communicative learning and ignore the grammar comprehension.

The sentence above shows that, logical order items that are used so that ideas can stay connected, the researcher took comparison between the previous curriculum and now.

CHAPTER V

CONCLUSION AND SUGGESTION

a. Conclusion

Based on the findings and discussions from the previous chapter, the researcher draws conclusions as follow: The main result in this research is focused on the use of cohesion and coherence devices in the background of thesis written by postgraduate students of Master English Education Study Program of Unismuh Makassar. The conclusion of this research is determined based on research questions.

1. Based on the result of research on students' background of thesis. The types that found in cohesive devices are reference, substitution, ellipsis and conjunction in grammatical cohesion, reiteration and collocation in lexical cohesion. Ellipsis is not found in the background of thesis written by Master English Education Study Program students of Unismuh Makassar. It means that the students have good enough competence in producing cohesion at their writing texts, because they utilized all the types of cohesion at their writing texts except ellipsis. The second is the types of coherence devices used in the background of thesis written by written by Master English Education Study Program students of Unismuh Makassar. Based on the students' background of thesis as the data findings, the types of coherence devices are repeating key noun, consistent pronoun, transition signal, and logical order. Especially for the categories logical order is not

served in detail because the transition signals have represented the logical order function. This is meant that the students have good competence in producing coherence at their writing texts, because they applied all the types of coherence at their writing texts.

2. The second conclusion is purposed to answer the second research question about the cohesion and coherence devices used in paragraph of student thesis background. From the six thesis background that were analysed, the function of the cohesion and coherence that used in thesis background is to add a information that supports the previous statement, to describe what would be investigated from the subject of the study, and to mention the common words of the field of the study.

b. Suggestion

After conducting the research, the researcher realized that there were still shortcomings in the research. The researcher would like to give suggestion which described as follow:

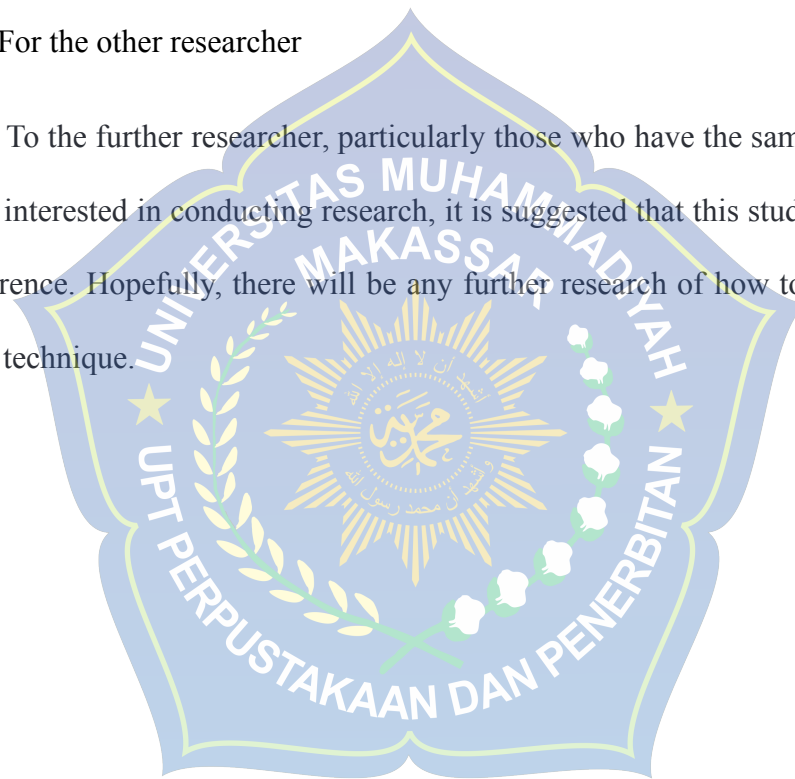
1. For the students of MPBI

The researcher proposes that students should pay more attention to creating cohesive phrases that are simple to read and comprehend when writing their thesis backgrounds, particularly in the English department. Students need to be more aware of making coherent sentences so that they are easy to read and understand. In this case the author recommends that:

- a) crucial to create an outline before assembling a paragraph, which often entails deciding on the primary subject that will be covered in each paragraph.
- b) Every subject mentioned needs to be connected to the concepts covered previously, and the conversation needs to flow easily.
- c) A sentence shouldn't be added, nor should it go off topic in one sentence.

2. For the other researcher

To the further researcher, particularly those who have the same problem and interested in conducting research, it is suggested that this study can be a reference. Hopefully, there will be any further research of how to complete this technique.



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Appendices 1

Identification about cohesion and coherence in background of thesis.

No	Cohesion	Words
TB1	Reference - Personal reference - Demonstrative reference - Comparative reference	It, they, he, her, she This, that, there, those -
	Substitution - Nominal - Verbal - Clausal	- Can, does Not, so
	Ellipsis - Nominal - Verbal	- -
	Conjunction - Additive - Adversative - Causal - Temporal	And which Because, therefore, thus, for Previously
	Reiteration - Repetition - Synonymy - Antonymy - Superordination	Education, curriculum, Skill, English teacher, assessment, student, competence - - -
	Collocation	the ability to listen, speak, read and write
	Coherence	
	Repeated key word	Education, curriculum, Skill, English teacher, assessment, student, competence

	Consistent use of pronoun	They, he, her, she
	Transition signal	Because, and, but, therefore, for
	Logical Order	Paragraphs 12-21
TB2	Reference - Personal reference - Demonstrative reference - Comparative reference	They, their, it This, that, there -
	Substitution - Nominal - Verbal - Clausal	One Can, does Not
	Ellipsis - Nominal - Verbal	- -
	Conjunction - Additive - Adversative - Causal - Temporal	Moreover, and, furthermore Thus, however, on the other hand Therefore, for, in this case After, meanwhile, then
	Reiteration - Repetition - Synonymy - Antonymy - Superordination	Education, national exam, evaluation Students & pupils - -
	Collocation	Long-time
	Coherence	
	Repeated key word	Education, national exam, evaluation
	Consistent use of pronoun	They, their, it
	Transition signal	Therefore, and, in sequence, moreover, for, thus, since, however, then, in this case

	Logical Order	Paragraphs 2-10
TB3	Reference • Personal reference • Demonstrative reference • Comparative reference	We, he, him, they, their, it This, there, that, these -
	Substitution • Nominal • Verbal • Clausal	One Can, do, did So, not
	Ellipsis • Nominal • Verbal	- -
	Conjunction • Additive • Adversative • Causal • Temporal	Furthermore, and But Then, for, therefore, because, in this case, in addition, thus First, finally, after
	Reiteration • Repetition • Synonymy • Antonymy • Superordination	Teaching skill, students, children, reinforcement, behaviour, teacher, perception - - -
	Collocation	Sense of touch
	Coherence	
	Repeated key word	Teaching skill, students, children, reinforcement, behaviour, teacher, perception
	Consistent use of pronoun	We, he, him, they, their, it
	Transition signal	Because, and, therefore, for, thus, but, then,

		finally, furthermore, first
	Logical Order	Paragraphs 20-22
TB4	Reference • Personal reference • Demonstrative reference • Comparative reference	Their, them, its, they, it That, this, these, there More
	Substitution • Nominal • Verbal • Clausal	One's Can Not
	Ellipsis • Nominal • Verbal	- -
	Conjunction • Additive • Adversative • Causal • Temporal	And, on the other hand, additionally However, but, although For, because, thus, as a result, therefore -
	Reiteration • Repetition • Synonymy • Antonymy • Superordination	English, communication, speaking, collaborative learning - - -
	Collocation	Time consuming
	Coherence	
	Repeated key word	English, communication, speaking, collaborative learning
	Consistent use of pronoun	Them, their, they, it
	Transition signal	And, on the other hand, additionally, however,

		but, although, for, because, thus, as a result, therefore
	Logical Order	Paragraphs 9-14
TB5	Reference • Personal reference • Demonstrative reference • Comparative reference	They, their, them, she, he, his, her, it This, that, these, there, those -
	Substitution • Nominal • Verbal • Clausal	- Did, do Not
	Ellipsis • Nominal • Verbal	- -
	Conjunction • Additive • Adversative • Causal • Temporal	And, Nevertheless For, as a result, thus, because -
	Reiteration • Repetition • Synonymy • Antonymy • Superordination	Textbooks Students& scholar, Instructor & program creator - -
	Collocation	-
	Coherence	
	Repeated key word	Textbooks
	Consistent use of pronoun	They, their, them, she, he, his, her, it
	Transition signal	Nevertheless, and, for, as a result, than, therefore, because

	Logical Order	Paragraphs 5-12
TB6	Reference • Personal reference • Demonstrative reference • Comparative reference	They, their, them, it This, that, there -
	Substitution • Nominal • Verbal • Clausal	One Can Not, so
	Ellipsis • Nominal • Verbal	-
	Conjunction • Additive • Adversative • Causal • Temporal	While, and, no, also However, but For, because, therefore Previously, first
	Reiteration • Repetition • Synonymy • Antonymy • Superordination	Curriculum, communicative, teacher - -
	Collocation	-
	Coherence	
	Repeated key word	Curriculum, communicative, teacher
	Consistent use of pronoun	They, their, them, it
	Transition signal	While, and, no, also, however, but for, because, therefore
	Logical Order	Paragraphs 6

Cohesion adopted from Hasan and Halliday (2013)

Coherence adopted from Oshima and Hogue (2007)

Appendices 2

The types of cohesion used in background thesis

No	Grammatical Cohesion				Lexical		Total
	Ref	Sub	Ell	Con	Rei	Col	
B1	54	16	0	88	12	1	171
B2	21	10	0	58	7	0	96
B3	78	42	0	81	11	1	213
B4	45	7	0	54	6	1	113
B5	67	6	0	65	12	0	150
B6	27	8	0	28	5	1	69
Total	292	89	0	374	53	4	812
%	36.00%	11.00%	0%	46.00%	6.50%	0.5%	100%

Note:

Ref : Reference Rei : Reiteration
 Sub : Substitution Co : Collocation
 Ell : Ellipsis
 Con : Conjunction

The types of cohesion used in background thesis

No	Coherence				Total
	RKW	CP	TS	LO	
B1	12	16	88	11	127
B2	7	8	59	5	79
B3	11	24	79	3	117
B4	6	25	51	6	88
B5	10	30	61	8	109

B6	5	10	28	1	44
Total	51	113	366	34	564
%	9.00%	20.00%	65.00%	6.00%	100%

Note :

RKW : Repeating Key Word
 CP : Consistent Pronoun
 TS : Transition Signal
 LO : Logical Order

Appendices 3

Analysing about cohesion in background of thesis

NO	Types	Variable	Sentences
TB1	Ref	that	English is one of investment that will produce humans who have the knowledge, attitudes, and skills need in the development. (P1) Based on Law No 20, 2013 about National Education System article I clause 19 mentioned that curriculum is a set of plans and arrangement about the objective, content and learning materials as well as method used to guide in the delivery of learning to achieve specific educational goals.(P2) Therefore, it is natural that the curriculum is always changing and evolving in accordance with progress of time, science and technology. (P3)
		This	This happen because for the sake and common good in realizing the vision and mission in order to achieve an optimal result. (P1)
		It's	Therefore, it is natural that the curriculum is always changing and evolving in accordance with progress of time, science and technology. (P3)

			It is important to know about the development of curriculum especially the latest curriculum namely 2013 curriculum.(P4) Thus, it is generally understood that 2013 curriculum is developed to improve and balance the soft skill and hard skills as well as trying to develop the values reflected in attitude, skills and knowledge acquired by students in school. (P9)
		There	According to Kurniasih (2013) there are several important things from the change or refinement of the curriculum, such as student activeness, holistic assessment character education, appropriate competence, and good evaluation system. (P4) Within the development there are number of essential advantages. (P7) There are four main competence, they are; a) main competence 1 is deals with spiritual aspect, b) main competence 2 is deals with social aspect, c) main competence is 3 deals with knowledge aspect, d) main competence deals with skill aspect.(P17)
		They	They must be able to develop the materials which are suitable with the teaching goal, to select the appropriate methods, to manage the class, etc.(P5) They also found that the implementation of 2013 curriculum itself becomes inefficient, because there are some schools that lack adequate facilities and infrastructure.(P12)
		Those	Those three components are important part of curriculum that determines the level of success of the implementation of a curriculum.(P16)

		he	Purnomo (2018) found that the problems of the implementation of 2013 curriculum at SMP Muhammadiyah 1 Surakarta consists of time allocation and student's condition, he also continued that in implementing curriculum of 2013 the teacher must be more professional also must be in good managing the time, select the teaching material and teaching method.(P20)
		She	Glenn (2018) She found the results of her research can be concluded that many obstacles in the implementation of 2013 curriculum, such as the limited be concluded that time on English teaching and learning activities, the facilities and infrastructure, and the assessment.(P21)
		her	Glenn (2018) She found the results of her research can be concluded that many obstacles in the implementation of 2013 curriculum, such as the limited be concluded that time on English teaching and learning activities, the facilities and infrastructure, and the assessment.(P21)
	Sub	one	Education is one of the factors that determine the quality of a nation.(P1) So the reformation and importance of the curriculum, education practitioners in Indonesia are continuously looking for ways to improve the quality of education, one of which is 2013 curriculum which is expected to give contribution for the realization of the qualified and potential learner.(P3)
		can	Education can run well because it is supported by the good curriculum.(P1) Teachers must plan learning based on the demands of curriculum by using approach and learning model, in order that the students can generate a contextual work, either individually or in groups.(P11)

			A test or assessment can be realized as the way to do some evaluation. Assessment can be used to control students' learning progress. (P18)
		not	In Indonesia the application of curriculum is not fixed and always changing.(P1) Sohibun and Eripuddin (2017)said that the use of curriculum in RokanHulu found that more teachers agree with the new curriculum (2013 curriculum) based on the existing system in 2013 curriculum, but they found that Rokanhulu itself is more efficient when using the last curriculum because the school facilities and good infrastructure does not support the implementation of the 2013 curriculum runs perfectly. (P12) Cheserek (2012) said that many studies have shown that curriculum reform does not always work very well andthere tends to be a mismatch between the curriculum and its implementation.(P14)
		So	So the reformation and importance of the curriculum, education practitioners in Indonesia are continuously looking for ways to improve the quality of education, one of which is 2013 curriculum which is expected to give contribution for the realization of the qualified and potential learner.(P3)
		does	Sohibun and Eripuddin (2017)said that the use of curriculum in RokanHulu found that more teachers agree with the new curriculum (2013 curriculum) based on the existing system in 2013 curriculum, but they found that Rokanhulu itself is more efficient when using the last curriculum because the school facilities and good infrastructure does not support the implementation of the 2013 curriculum runs perfectly. (P12) Cheserek (2012) said that many studies have

			shown that curriculum reform does not always work very well andthere tends to be a mismatch between the curriculum and its implementation.(P14)
	Con	because	Education can run well because it is supported by the good curriculum.(P1) Rokan Hulu found that more teachers agree with the new curriculum (2013 curriculum) based on the existing system in 2013 curriculum, but they found that Rokanhulu itself is more efficient when using the last curriculum because the school facilities and good infrastructure does not support the implementation of the 2013 curriculum runs perfectly.(P12)
		and	In order to achieve the specific educational objective, curriculum should be adaptive to the changing times and the advancement of science and technology. Therefore, it is natural that the curriculum is always changing and evolving in accordance with progress of time, science and technology. Related with Hubbaln &Burt(2004), states that the reformation of curriculum is a complex, diverse, and repetitious process, in which ideas are made into policies, transformed into behavior, and expressed as social actions. (P3) Fadillah (2014) stated that in the 2013 curriculum emphasize an increase and a balance between soft skill and hard skills including aspects of attitudes competence, skill competence and knowledge competence. Attitude obtained through the activity of receiving executing, cherishing, appreciating and practicing Knowledge gained through the activity of remembering, understanding, applying, analyzing, evaluating and creating.(P20)
		for	So the reformation and importance of the curriculum, education practitioners in Indonesia are continuously looking for ways

			to improve the quality of education, one of which is 2013 curriculum which is expected to give contribution for the realization of the qualified and potential learner.(P3) the need of continuous teacher training for curriculum comprehension and evaluation, and teachers'(P19) Also Khasanah (2017) found that the problems faced by the English teacher were limited time available for teaching English the discrepancies between the materials to allocation, the lack of facilities which support the implementation of the 2013 curriculum, and the complicated assessment administration.(P20)
		which	They must be able to develop the materials which are suitable with the teaching goal, to select the appropriate methods, to manage the class, etc.(P5)
		Thus	Thus, it is generally understood that 2013 curriculum is developed to improve and balance the soft skill and hard skills as well as trying to develop the values reflected in attitude, skills and knowledge acquired by students in school (P9)
		but	Sohibun and Eripuddin (2017)said that the use of curriculum in RokanHulu found that more teachers agree with the new curriculum (2013 curriculum) based on the existing system in 2013 curriculum, but they found that Rokanhulu itself is more efficient when using the last curriculum because the school facilities and good infrastructure does not support the implementation of the 2013 curriculum runs perfectly(P12) But actually 2013 curriculum has been implemented by many schools, including a junior high school at Makassar.(P14)

		Therefore	Therefore , in implementing the curriculum of 2013 teachers need to give more attention to the lesson plan, learning process in order that the basic.(P16)
		previously	Based on the phenomenon mentioned previously the researcher conduct a research entitled "The Analysis of the lesson plan based 2013 curriculum hep designed by the English teacher at MTS AL-Hidayah".(P22)
	Rei (Rep)	Education	Education is one of the factors that determine the quality of a nation Education is one of investments that will produce humans who have the knowledge, attitudes, and skills needed in the development of a nation. Education can run well because it is supported by the good curriculum. In Indonesia the application of curriculum is not fixed and always changing. This happen because for the sake and common good in realizing the vision and mission in order to achieve an optimal result.(P1)
		Curriculum	One of the most important components in education system beside teacher, student, and tool is a curriculum . Curriculum is used to become the basic concept in education and to be the indicator of the success of education. Hamalik (1990) the curriculum is very important tool in order to realize and achieve the goal of school education Besides, based on Law No 20, 2013 about National Education System article I clause 19 mentioned that curriculum is a set of plans and arrangement about the objective, content and learning materials as well as method used to guide in the delivery of learning to achieve specific educational goals.(P2)
		Skill	Fadillah (2014) stated that in the 2013 curriculum emphasize an increase and a balance between soft skill and hard skills including aspects of attitudes competence, skill competence and knowledge competence.

			Attitude obtained through the activity of receiving, executing, cherishing, appreciating and practicing. Knowledge gained through the activity of remembering, understanding, applying, analyzing, evaluating and creating. (P8) Skill gained through observing activity, asking, trying, reasoning, presenting and creating. Thus, it is generally understood that 2013 curriculum is developed to improve and balance the soft skill and hard skills as well as trying to develop the values reflected in attitude, skills and knowledge acquired by students in school. (P9)
		Students	Related to English subject as one of the important components in the spectrum of the 2013 curriculum. Curriculum has a goal to develop the ability of the students to communicate in that language, with communication skills that include the ability to listen, speak, read and write. In the spectrum of curriculum, English subject for junior high school is adapted subject which aimed to prepare the students master the knowledge and skills of basic English that will support the skill competence achievement in the program of study and to apply the mastery of English skills in oral and written communication on advanced level (Permendikbud No.64.2013) (P10)
		Subject	Related to English subject as one of the important components in the spectrum of the 2013 curriculum. Curriculum has a goal to develop the ability of the students to communicate in that language, with communication skills that include the ability to listen, speak, read and write. In the spectrum of curriculum, English subject for junior high school is adapted subject which aimed to prepare the students master the knowledge and skills of basic English that will support the skill competence achievement in

			the program of study and to apply the mastery of English skills in oral and written communication on advanced level (Permendikbud No.64.2013) (P10)
		Learning	In achieving of the goals is closely related to the learning process that is carried out in the class. Teachers must plan learning based on the demands of curriculum by using approach and learning model, in order that the students can generate a contextual work, either individually or in groups. Novianawati (2017) that stated that 2013 curriculum implementation requires the activity of professional teacher in designing effective and meaningful learning (fun), organizing learning, choosing appropriate learning approach, determining the procedure of learning and defining success criteria. (P11)
		Implementation	Sohibun and Eripuddin (2017)said that the use of curriculum in RokanHulu found that more teachers agree with the new curriculum (2013 curriculum) based on the existing system in 2013 curriculum, but they found that Rokanhulu itself is more efficient when using the last curriculum because the school facilities and good infrastructure does not support the implementation of the 2013 curriculum runs perfectly. They also found that the implementation of 2013 curriculum itself becomes inefficient, because there are some schools that lack adequate facilities and infrastructure.(P12)
		English teacher	Cheserek (2012) said that many studies have shown that curriculum reform does not always work very well andthere tends to be a mismatch between the curriculum and its implementation So theproblems related with 2013 curriculum especially in designing 2013 curriculum lesson plan, such as some teachers have difficulties is in combining main competence to Basic Competence that is part of lesson plan, matching goals, objectives, and

			form of evaluation. But actually 2013 curriculum has been implemented by many schools, including a junior high school at Makassar. English teacher, who implement it, must have sufficient knowledge on what to teach, how to teach, and how to asses students' competence. And the English teacher has been trying to apply the 2013 curriculum in teaching subject. Knowing the fact, the researcher will interest in observing the English teacher (P14)
		Competence	Permendikbud No. 58 year of 2014 mentioned that main competence in the curriculum 2013 is a description of competence about the attitude aspect, knowledge and skill (cognitive, affective, and psychomotor) which must be learned by the students. There are four main competence, they are; a) main competence 1 is deals with spiritual aspect, b) main competence 2 is deals with social aspect, c) main competence is 3 deals with knowledge aspect, d) main competence deals with skill aspect.(P17)
		Assessment	All learning process needs to be evaluated by assessing or measuring students understanding or ability in mastering the lessons. A test or assessment can be realized as the way to do some evaluation. Assessment can be used to control students' learning progress. That is more likely to be accomplished when assessment is authentic and tied to the instructional goals of the program(P18)
	Col		Besides, the teachers should be able to deliver the materials in good order based on the steps of teaching by applying some teaching techniques in order to attract the students' attention and build up the students' motivation to study English. (P6)
TB2	Ref	this	The Law indicates how crucial an education for the citizen to develop this country (P1)

			This is relevant with Bichi and Musa (2015) public that national examination has a role in sustaining the educational process as an important instrument for evaluating students competence.(P3)
		It	Therefore, it needs a parameter to control the education quality for national scope, to see whether or not the objectives have been achieved.(P1) It can be understood that by giving evaluation, teachers can know whether the students reach the education's goal or not(P2) Computer Based Test is another way to do national examination. In doing it, students have to use a computer as the test medium that from the paper-based national examination system or Paper Based Test which has been done for many years (P7)
		their	Furthermore, this research also tried to find out the relationship between students' English CBT achievement with their school accreditations status.(P10)
		There	There are some previous researchers have conducted research on national examination such as Astuti and Retnawati (2017) revealed the effect of national, examination's policy on readiness, motivation, school test score, and national examination score (P10)
	Sub	one	Education is one of the important parts of nation and public development. (P1)
		does	BSNP has been make a new breakthrough where the national examination does not longer become a main determinant passing for students in all levels of education,(P9)
		can	It can be understood that by giving evaluation, teachers can know whether the students reach the education's goal or not(P2)

			In the educational system, evaluation is familiar with the terms of measurement, assessment, and test which certainly can be are closely relate.(P4) Having the information on CBT result, hopefully, can help to improve the quality of schools especially to prepare and have better school quality and accreditation status.(P9)
		not	It can be understood that by giving evaluation, teachers can know whether the students reach the education's goal or not (P2) BSNP has been make a new breakthrough where the national examination does not longer become a main determinant passing for students in all levels of education.(P9)
	Con	and	Education is one of the important parts of nation and public development. In Indonesia, educational objectives in accordance with the Law Number 20 of 2003 are developing the potential of students to become human beings who believe and have devotion to the Almighty God, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens The Law indicates how crucial an education for the citizen to develop this country Therefore, it needs a parameter to control the education quality for national scope, to see whether or not the objectives have been achieved. (P1)
		Moreover	Moreover, evaluation draws how well students achieve the materials after teaching learning process has done.(P2)
		Furthermore	Furthermore, McCormick and lames (1983) perceive the role of evaluation as providing a mode of accountability, professional development and institutional improvement, and facilitating curriculum.(P5)

			Furthermore , this research also tried to find out the relationship between students' English CBT achievement with their school accreditations status.(P10)
		Thus	Thus , national examination has an essential role in education aspects for students in particular and educational policy in general.(P3)
		However	However , since last three years, the national examination has been using Computer Based Test or CBT to assess students in all schools in Indonesia (P6) However , none of the on the national examination that related the result of national examination with the school status and accreditation(P10)
		On the other hand	On the other hand , Raharjo (2014) shows that school accreditation in the Indonesian context (P9)
		Therefore	Therefore , it needs a parameter to control the education quality for national scope, to see whether or not the objectives have been achieved.(P1) Therefore , this research was conducted to investigate the relationship between the students achievements on CBT national examination for Public and private Junior high school, as well as, Tsanawiyah schools at Jeneponto Regency.
		for	The Law indicates how crucial an education for the citizen to develop this country(P1) National examination as the implementation of evaluation is used to make decisions in improving learning for elementary, junior, and senior high schools level .This is relevant with

			Bichi and Musa (2015) public that national examination has a role in sustaining the educational process as an important instrument for evaluating students competence.(P3)
		in this case	the use of computer in testing the students or CBT as national examination remains interesting thing to reveal its effects in particular in revealing the result, in this case on students' English achievement relating to the schools" status.(P8)
		after	evaluation draws how well students achieve the materials after teaching learning process has done.(P2)
		Meanwhile	Meanwhile , Nitko and Brookhart (2011) public that the occurrence of an evaluation process is employed to obtain information as a bare for a decision related to students, curriculum, learning programs, and educational policy.(P5)
		Then	CBT must be supported by vital facility such as computer or laptop, then school should be equipped with computers when students at the school wanted to attend and do the exam.(P7)
	Rei		
	Rep	Education	Education is one of the important parts of nation and public development. In Indonesia, educational objectives in accordance with the Law Number 20 of 2003 are developing the potential of students to become human beings who believe and have devotion to the Almighty God, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens The Law indicates how crucial an education for the citizen to develop this country Therefore, it needs a parameter to control the education quality for national scope, to see whether or not the objectives

			have been achieved.(P1)
		National examination	National examination as the implementation of evaluation is used to make decisions in improving learning for elementary, junior, and senior high schools level. The result is used as an effort to support the success of improving. This is for better learning process, and for measuring students competence. This is relevant with Bichi and Musa (2015) public that national examination has a role in sustaining the educational process as an important instrument for evaluating students competence. Meanwhile, according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 5 of 2015, the national examination is the activity of measuring and evaluating students competence on a certain subject (Mendikbud, 2015). Thus, national examination has an essential role in education aspects for students in particular and educational policy in general.(P3)
		Evaluation	Having the educational achievement in the context of controlling the quality of education nationally, an evaluation is carried out as a form of accountability of education providers. In consequence, the government holds a national exam as a form of evaluation Gronlund (1990) public that "evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupil" .It can be understood that by giving evaluation, teachers can know whether the students reach the education's goal or not, Moreover, evaluation draws how well students achieve the materials after teaching learning process has done. (P2)
	Syn	pupil students	Having the educational achievement in the context of controlling the quality of education nationally, an evaluation is carried out as a form of accountability of education providers. In consequence, the government holds a

			national exam as a form of evaluation Gronlund (1990) public that "evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupil" .It can be understood that by giving evaluation, teachers can know whether the students reach the education's goal or not, Moreover, evaluation draws how well students achieve the materials after teaching learning process has done.(P2)
	Col	long time	National examination in Indonesia is a formal assessment which carefully prepared by the Ministry of Education and Culture to measure students' competence on certain subjects namely, Math, Science, Indonesian. and English subjects in which for a long time it is conducted by using paper based test.(P6)
TB3	Ref	We	To achieve educational goals, we need the readiness of human resources involved in it one of which is the teacher who is one of the determining factors who have a strategic position in achieving this educational goal because the teacher plays an important role in the teaching process (Astuti, 2016) (P1) This perception was the earliest perception develops in babies and influences babies and toddlers to make set of the world visual perception is the result of fat we see, both before we see or till imagine and after doing the object in question
		He	This also was stated by Muslihin (2013), he said that reinforcement could increase student attention and help students learn if reinforcement was used selectively, and motivate students to do better than before (P6) A person can perceive something from what he hears (P25) A person can perceive something from what he smells (P26)

		Him	The importance of using, positive reinforcement in learning based on the characteristics of the student when facing something that is difficult for him .(P11)
		they	Students need something that can strengthen their motivation so they don't do something right.(P11) it turns out they didn't research two types of reinforcement, they only research the success of teachers in using positive reinforcement but they didn't research negative reinforcement, and then they didn't research students' perceptions of reinforcement used by the teacher.(P26)
		their	Students will know the responses and behaviors which are good and positive, so the students will be aware of the good behavior in their daily life both in the learning process and in their daily activities (Sari,2019) (P9) Students need something that can strengthen their motivation so they don't do something right.(P11)
		This	This also was stated by Muslihin (2013), he said that reinforcement could increase student attention and help students learn if reinforcement was used selectively, and motivate students to do better than before (P6) This perception was the earliest perception develops in babies and influences babies and toddlers to make set of the world visual perception is the result of fat we see, both before we see or till imagine and after doing the object in question (P23)
		that	The importance of using, positive reinforcement in learning based on the characteristics of the student when facing something that is difficult for him.(P11)

			The problem found in relating to reinforcement is that most teachers offer strengthening in punishment form rather than, providing reinforcement in the form of rewards.(P18) After looking a problems in the school, researcher found that the use of reinforcement is very useful for shaping student character, and after seeing the results of research on teachers' reinforcement(P26)
		There	From the aspect of learning process, there are eight basic teaching are considered very important in the success of teaching and learning skill activities.(P4) In the learning process, there are two kinds of reinforcement used by the teacher, namely positive reinforcement and negative reinforcement which is then supported (P10) In the use of reinforcement, there are also some problems of applying reinforcement to the education process in schools.(P17)
		it	To achieve educational goals, we need the readiness of human resources involved in it one of which is the teacher who is one of the determining factors who have a strategic position in achieving this educational goal because the teacher plays an important role in the teaching process (Astuti, 2016)(P1)
	Sub	one	To achieve educational goals, we need the readiness of human resources involved in one of which is the teacher who is one of the determining factors who have a strategic position in achieving this educational goal because the teacher plays an important role in the teaching process (Astuti, 2016)(P1) One type of basic teaching skill in the classroom is “reinforcement” Skinner, (2010) state that reinforcement is a response to a

			behavior that can increase the likelihood of repetition of such rigid behavior.(P5)
		so	Therefore, a teacher needs to understand the beat about student learning processes, so that a teacher can provide guidance and appropriate learning environment (P2) Perceptions an impression is obtained by an individual through the five senses and then analysed (organized) interpreted and then evaluated, so that the individual gets meaning. (P21)
		can	Students need something that can strengthen their motivation so they don't do something right.(P11) A person can perceive something from what he hears (P25) A person can perceive something from what he smells (P26)
		not	Giving positive reinforcement changes the view of children who initially think learning English is a difficult lesson to turn into fun learning. That is why children are not frustrated and do not give up easily when they have difficulty learning English, (P12) Teachers are not aware that there are other ways that teachers can be encouraged to motivate and discipline students who are less disciplined by giving rewards to students.(P18)
		do	That is why children are not frustrated and do not give up easily when they have difficulty learning English, (P12)
		did	it turns out they did not research two types of reinforcement, they only research the success of teachers in using positive reinforcement but they didn't research negative reinforcement, and then they didn't research students'

			perceptions(P26)
	Con	Because	To achieve educational goals, we need the readiness of human resources involved in it one of which is the teacher who is one of the determining factors who have a strategic position in achieving this educational goal because the teacher plays an important role in the teaching process (Astuti, 2016)(P1) A teacher needs to master the skills of giving reinforcement because reinforcement is an encouragement for students to improve appearance.(P5)
		And	This also was stated by Muslihin (2013), he said that reinforcement could increase student attention and help students learn if reinforcement was used selectively, and motivate students to do better than before (P6) This perception was the earliest perception develops in babies and influences babies and toddlers to make set of the world visual perception is the result of fat we see, both before we see or till imagine and after doing the object in question (P23)
		For	The importance of using, positive reinforcement in learning based on the characteristics of the student when facing something that is difficult for him.(P11) As an integral part of education, counselling has responsibility for the success of the educational process in school(P19)
		In addition	In addition , positive reinforcement has also succeeded in maintaining children's motivation in learning English in the classroom (P12)
		In this case	A positive reinforcement given by the teacher will change the behaviour of learners, in this case the behavior shown by the motivation of

			learners follow the learning and learning activities undertaken.(P14)
		Thus	Thus , the provision of reinforcement appropriately and hastened will be able to support the formation of student behavior, than it can support the success of the learning process carried out.(P14)
		but	the students daring to ask questions to teachers, students to answer questions to the teachers, or students are able to collect tasks on time, but the behaviors are often wasted by teachers.(P17) it turns out they didn't research two types of reinforcement, they only research the success of teachers in using positive reinforcement but they didn't research negative reinforcement, and then they didn't research students' perceptions of reinforcement used by the teacher.(P26)
		then	Perceptions an impression is obtained by an individual through the five senses and then analyzed (organized) interpreted and then evaluated, so that the individual gets meaning.(P21)
		first	The first , visual perception of the sense of sight, namely the eyes (P23)
		Furthermore	Furthermore , auditory perception or hearing is a perception obtained from the sense of hearing, namely the ear.(P24)
		Therefore	Therefore , a teacher needs to understand the beat about student learning processes, so that a teacher can provide guidance and appropriate learning environment (P2)
		Finally	Finally , the perception of taste or taste is a type of perception obtained from the sense of taste, namely the tongue.(P25)

	Rei		
	Rep	teaching skill	From the aspect of learning process, there are eight basic teaching skills are considered very important in the success of teaching and learning skill activities. The eight basic teaching skills are questioning skills, skills to provide reinforcement, variation skills, skills to explain, skills to open and close lessons, skills to guide discussion small groups, classroom management skills and individual teaching skills (Mather, 2001)(P4)
		students	This also reveal by Arista (2018) she found that many behaviors are actually of positive value, such as her students daring to ask questions to teachers, students to answer questions to the teachers, or students are able to collect tasks on time, but the behaviors are often wasted by teachers. Conditions like that is actually a "moment" is very good in building student motivation to learn achievement. The impact of the teacher's attitudes makes students feel less valued in their efforts to behave positively, and cause students to be less motivated to provide positive responses to teacher stimuli.(P17)
		children	In addition, positive reinforcement has also succeeded in maintaining children's motivation in learning English in the classroom. Giving positive reinforcement changes the view of children who initially think learning English is a difficult lesson to turn into fun learning. That is why children are not frustrated and do not give up easily when they have difficulty learning English, Murpratiwi (2018)(P12)
		reinforcement	A positive reinforcement given by the teacher will change the behaviour of learners, in this case the behavior shown by the motivation of learners follow the learning and learning activities undertaken. The effect of reinforcement on behavior as revealed by Mudjiran (2011) which states that the

			reinforcement of positive behavior is very effective to change a person's behavior. Thus, the provision of reinforcement appropriately and hastened will be able to support the formation of student behavior, than it can support the success of the learning process carried out.(P14)
		Behaviour	A positive reinforcement given by the teacher will change the behaviour of learners, in this case the behavior shown by the motivation of learners follow the learning and learning activities undertaken. The effect of reinforcement on behavior as revealed by Mudjiran (2011) which states that the reinforcement of positive behavior is very effective to change a person's behavior. Thus, the provision of reinforcement appropriately and hastened will be able to support the formation of student behavior, than it can support the success of the learning process carried out.(P14)
		teachers	This also reveal by Arista (2018) she found that many behaviors are actually of positive value, such as het students daring to ask questions to teachers, students to answer questions to the teachers, or students are able to collect tasks on time, but the behaviors are often wasted by teachers. Conditions like that is actually a "moment" is very good in building student motivation to learn achievement. The impact of the teacher's attitudes makes students feel less valued in their efforts to behave positively, and cause students to be less motivated to provide positive responses to teacher stimuli (P17)
		Perception	Perception is a cognitive process experienced by each individual in selecting, organizing, interpreting and interpreting information and sensation inputs received through sight, hearing, smell, touch, feeling and appreciation so as to produce a picture. This is also stated by Parek (2013), perception is the process of an individual selecting, organizing and

			interpreting information inputs to create a meaningful picture of the world. According to Sugihartono (2007), perception is the brain's ability to translate a stimulus or process to translate a stimulus that enters the human sense organs. Perceptions an impression is obtained by an individual through the five senses and then analyzed (organized) interpreted and then evaluated, so that the individual gets meaning. Perception actually requires a process of learning and experience. Perception is learned through interaction with the environment. A person's perception arises from childhood through interactions with other humans. According to Asrori (2013), perception is all processes of selecting, organizing and interpreting information input, sensations received through sight, feeling, hearing, smell and touch to produce meaning.(P21)
TB4	Ref	they	However, in today's world, the intention speaking should be to promote students' communication skills so that they can express themselves and learn how to use a language(P3) They should ensure extra effort to avoid message misunderstanding caused by improper pronunciation, grammar, or vocabulary and conform to the social and cultural principles that regulate each communication situation (P5) It is evident when they collaborate or conduct the conversation as a team. Students should collaborate to solve their problems.(P9)
		their	Learners should be able to communicate effectively. making the best use of their existing proficiency(P5) When their peers are having trouble with their pronunciation, grammar, vocabulary, or comprehension, the superior students may assist them (P9)

			This research is intended to aid students in enhancing their speaking skills(p14)
		them	On the other hand, competitive learning entails placing them in direct competition to affect individual results.(P7) When their peers are having trouble with their pronunciation, grammar, vocabulary, or comprehension, the superior students may assist them(P9) According to Pattanpichet (2011) additional study, which focuses on the impact of collaborative learning on students' speaking achievement, several exercises can assist students in learning to talk. Collaborative learning is one of them. (P12)
		It	It is evident when they collaborate or conduct the conversation as a team. Students should collaborate to solve their problems.(P9)
		that	However, in today's world, the intention speaking should be to promote students' communication skills so that they can express themselves and learn how to use a language(P3) In terms of teaching speaking, English teachers must recognize that speaking a language is challenging for foreign language learners since successful oral communication involves the ability to use the language correctly in social interactions.(P6) The findings of this analysis will be compared which that significant or insignificant different.(P8)
		This	This method is ineffective because students become bored and require a significant amount of time to master English speaking, especially in communication and conversation.

			(P13) This research is intended to aid students in enhancing their speaking skills(P14)
		there	While there are several approaches to teaching speaking, the learning process continues to encounter numerous setbacks (P7)
		These	Collaborative learning is a style of instruction in which students work collaboratively on an assignment. These types of programs are intended to assist students in developing their self-esteem.(P12)
	Sub	can	However, in today's world, the intention speaking should be to promote students' communication skills so that they can express themselves and learn how to use a language(P3) It can refer to several individuals or pairs, a group or small group, a population (a few hundred or thousands of people), a society (several thousand or millions of people), or any intermediate stage. (P9) According to Pattanpichet (2011) additional study, which focuses on the impact of collaborative learning on students' speaking achievement, several exercises can assist students in learning to talk.(P120)
		one's	The objective of teaching speaking skills is to increase one's communicative performance, Learners should be able to communicate effectively.(P5)
		so	However, in today's world, the intention speaking should be to promote students' communication skills so that they can express themselves and learn how to use a language(P3)

		Not	Not only verbal communication but also nonlinguistic elements of speech such as pitch, communication stress, bet also and intonation contribute to contact diversity.(P6) According to Lejeune (1999), collaborative learning is a personal concept, not merely a classroom technique.(P10)
	Con	and	Communication refers to speaking, which is a complex and time-consuming skill towards oral communication. By speaking, people will learn about the various problems that exist in the world. People who can communicate effectively would be more adept at transmitting and receiving information or messages. According to Pollard (2008), one of the most challenging aspects of education for students to master is oral communication. When speaking, everything is involved: concepts, what will be said, language, how to use grammar and vocabulary, and pronunciation, which seems highly harder to comprehend (P2)
		for	According to Pollard (2008), one of the most challenging aspects of education for students to master is oral communication.(P2) how to choose adequate words or phrases for the appropriate social setting, audience, situation, and subject matter, and how to express their thoughts in a meaningful and logical manner.(P4) In terms of teaching speaking, English teachers must recognize that speaking a language is challenging for foreign language learners since successful oral communication involves the ability to use the language correctly in social interactions.(P6)
		Additionally	Additionally, speaking is a critical component of second language learning and teaching. (P3) Additionally, nonlinguistic elements such as

			gestures and body language, and facial expressions can accompany or convey a message without the use of words (P6)
		However	However , in today's world, the intention speaking should be to promote students' communication skills so that they can express themselves and learn how to use a language(P3)
		while	What distinguishes speaking from other skills is that the speaker must have immediate access to all the relevant information in order to generate the appropriate language in a limited period of time, while in other skills the learner has sufficient time to either balance the feedback with established knowledge or create the appropriate language.(P3)
		but	Language components such as vocabulary and grammatical structures are essential but insufficient.(P3) Not only verbal communication but also nonlinguistic elements of speech such as pitch, communication stress, bet also and intonation contribute to contact diversity.(P6)
		though	how to choose adequate words or phrases for the appropriate social setting, audience, situation, and subject matter, and how to express their thoughts in a meaningful and logical manner.(P4)
		On the other hand	On the other hand , competitive learning entails placing them in direct competition to affect individual results.(P7)
		Thus	Thus , implementing Collaborative Learning in the classroom will provide organized opportunities for individuals assigned unique roles within their communities to work collaboratively to accomplish shared goals.(P7)

			Thus , one student's performance aids the success of other students.(P11)
		Through	The research would be conducted through Collaborative Learning, which enables teaching students' speaking skills more efficiently than the conventional method.(P8)
		because	Speaking for granted because it such integral part of everyday life. The typical individual produces tens of thousands of words per day although some individual such as politicians, may produce even more.(P5) This method is ineffective because students become bored and require a significant amount of time to master English speaking, especially in communication and conversation. (P13)
		As a result	As a result of the above, the researcher will employ collaborative learning to teach speaking to students at FKIP Muhammadiyah University of Makassar's English Education Department.(P14)
		Therefore	Therefore , the implementation of Collaborative Learning emphasized the integration of the strategy with the students' needs.(P14)
	Rei		
	Rep	English	International language learning, especially English , has become more popular in the 4.0 era due to advancements in science, technology, education, the CT arts, economics, and industry, among other fields: English , as a global language, plays a critical role in the advancement of science and technology. Numerous countries around the world use English to communicate with people from other countries (Trilling, 2009).(P1)

		Communication	Communication refers to speaking, which is a complex and time-consuming skill towards oral communication. By speaking, people will learn about the various problems that exist t in the world. People who can communicate effectively would be more adept at transmitting and receiving information or messages. According to Pollard (2008), one of the most challenging aspects of education for students to master is oral communication. (P2)
		Speaking	Additionally, speaking is a critical component of second language learning and teaching. However, in today's world, the intention speaking should be to promote students' communication skills so that they can express themselves and learn how to use a language. The other argument from Shabani (2013) argued that speaking a foreign language has always been regarded as the most challenging skill to acquire in comparison to listening, reading, and writing. This is because it entails more than just studying the language's linguistic components. Language components such as vocabulary and grammatical structures are essential but insufficient. What distinguishes speaking from other skills is that the speaker must have immediate access to all the relevant information in order to generate the appropriate language in a limited period of time, while in other skills the learner has sufficient time to either balance the feedback with established knowledge or create the appropriate language.(P3)
		Collaborative learning	According to Lejeune (1999), collaborative learning is a personal concept, not merely a classroom technique. In all cases where people come together in groups, it involves interacting with people in ways that highlight the strengths and achievements of individual group members. Each group action requires the sharing of authority and acceptance of responsibility by all group members.

			Collaborative learning's fundamental theory is founded on community members cooperating. Reasonable teaching-learning methods must be chosen and implemented to ensure the successful delivery of Education for sustainable growth. Collaborative learning is a teaching and learning method that entails groups of learner cooperating to solve a problem, complete a task, or produce a product. Collaborative learning is described by the following characteristics: a shared mission or activity, small group learning and cooperative behavior, interdependence; and individual responsibility and accountability.(P10)
	col	Time-consuming	Communication refers to speaking, which is a complex and time-consuming skill towards oral communication. By speaking, people will learn about the various problems.(P2)
TB5	Ref	She	She analyzed whether the themes and as a result the topics in the textbook correspond to the core competencies of the 2013 Curriculum. She discovered that not all of the themes and contents in each Chapter of the English textbook are relevant to the core competencies of the 2013 Curriculum.(P6) She analyzed it to understand whether the discourse competence, sociocultural competence, formulaic competence, interactional competence, linguistic competence, and strategic competence are existed in English textbook(P10)
		He	He wanted to spot the themes of English textbook which are appropriate with the essential competence the 2013 Curriculum, and he also wanted to understand whether the materials of English textbook conform to the essential competences of the 2013 Curriculum.(P8)
		His	His research showed that the strengths of this

			textbook are all of the Chapters within the textbook had met the standards of a good textbook, i.e integrated language skills and grammar, simple vocabulary, sufficient exercises and activities, appropriate language functions, attractive formats, approach also as methodological guidance for teachers(P8)
		her	The results of her research showed that the standard of the English textbook "Headline English was good supported BSNP either its content feasibility, feasibility of presentation, language, feasibility, of its graphic feasibility(P7)
		they	The teachers need textbook to supply material and that they are demanded to supply it creatively to assist the scholars in understanding the lesson more clearly.(P2) They wanted to understand the materials appropriateness of that English textbook with the core competence (KI) and basic competence (KD) that sued by Board of National Education Standard.(P11)
		their	The teachers must choose and assess which textbook is the best fit for their students.(P3) As a result, college students must choose textbooks that meet their needs, draw their attention, pique their interest, and encourage them to learn the language(P5)
		them	As a result, college students must choose textbooks that meet their needs, draw their attention, pique their interest, and encourage them to learn the language(P5)
		it	Sari (2019) researched an English textbook entitled "Headline English" for junior high school of seventh grade, she analyzed it to work out whether the textbook has the content feasibility, feasibility of presentation language feasibility, and feasibility of graphic or

			not.(P7) She analyzed it to understand whether the discourse competence, sociocultural competence, formulaic competence, interactional competence, linguistic competence, and strategic competence are existed in English textbook.(P10)
	Sub	did	Then Cahya (2020) did a research on content analysis to an English textbook entitled: "Stop Bulling Now This textbook is employed by the eleventh grade of senior high school students.(P9) Novitasari & Luardini (2019) did a content analysis to an English textbook for tenth grade senior high school that published by Private Publisher (Intan Panwara)(P11)
		do	Those previous researches have a serious study that are different from the study that the researcher will do. (P12)
		not	Sari (2019) researched an English textbook entitled "Headline English" for junior high school of seventh grade, she analyzed it to work out whether the textbook has the content feasibility, feasibility of presentation language feasibility, and feasibility of graphic or not.(P7) Another weakness was this book did not cover enough grammar and vocabulary materials.(P9) San (2019) analyzed a textbook to work out whether it has the content feasibility, feasibility of presentation language feasibility, and graphic feasibility or not.
	Con	and	According to Cortazzi and Jin (1999), textbooks play a variety of functions in the EFL classroom, including those of a teacher, a guide, a reference, a teacher, and a power source.(P1)

			The teachers need textbook to supply material and that they are demanded to supply it creatively to assist the scholars in understanding the lesson more clearly.(P2) The teachers must choose and assess which textbook is the best fit for their students.(P3)
		Nevertheless	Nevertheless those skills are different once they are taught from course to course and program to program.(P15)
		for	Textbooks are necessary for teachers and students to support their teaching and learning activities.(P2) It assist supervisors, teachers, textbook writers, and researchers in identifying the textbook's strengths and weakness in textbooks are often used as consideration in using the textbook as well as its suitability for use in the teaching and learning process.(P4) Sari (2019) researched an English textbook entitled "Headline English" for junior high school of seventh grade, she analyzed it to work out whether the textbook has the content feasibility, feasibility of presentation language feasibility, and feasibility of graphic or not.(P7)
		As a result	As a result, college students must choose textbooks that meet their needs, draw their attention, pique their interest, and encourage them to learn the language(P4) As a result, the goal of learning is to improve the speakers' skill in either listening expertise, speaking expertise, reading expertise, or writing expertise, with a foundation of extensive vocabulary and proper grammar (P14)
		Thus	Thus, the effectiveness of every textbook in helping students to accumulate the important

			skills must be considered(P15)
		therefore	Cunningworth (1995) states that Growing strength and weakness in textbooks are often used as a consideration in using that textbook, where the strong points of the textbook are often used maximally and therefore the weaker points are often adapted or substituted from other books.(P4)
		because	Sheldon in Mukundan, Hajimohammadi & Nimshichisalem (2011) that analyzing textbook is completed because two reason.(P5)
		the first	According to Gainger, D. (2002) that improving students language skills is usually the first , objective of English as a Second Language (ESL) programs.(P15)
		Then	Then , Cahya (2020) analyzed the eligibility of English textbook supported the standards of BSNP.(P12)
		Those previous	Those previous researches have a serious study that are different from the study that the researcher will do.(P12)
		The last	The last , Novitasari & Luardini (2019) focused on analyzing materials appropriateness of that English textbook with the core competence (KI) and basic competence (KD) that issued by Boat of National Education Standard (P12).
	Rei		
	Rep	Textbooks	Sheldon in Mukundan, Hajimohammadi & Nimshichisalem (2011) that analyzing textbook is completed because two reason. These are their names The assessment will help instructors or program creators in making decision about which textbooks are acceptable, and the evaluation of a textbook will provide a description of the textbooks

			faults and strengths to the teacher. Then, according to Cunringsworth (1995 7), resources should be chosen to represent the needs of the students, as well as the goals, techniques, and values of the educational program. As a result, college students must choose textbooks that meet their needs, draw their attention, pique their interest, and encourage them to learn the language.(P5)
	Sny	Students& scholar	Textbooks are necessary for teachers and students to support their teaching and learning activities. The teachers need textbook to supply material and that they are demanded to supply it creatively to assist the scholars in understanding the lesson more clearly.
		Instructor & program creator	The assessment will help instructors or program creators in making decision about which textbooks are acceptable, and the evaluation of a textbook will provide a description of the textbooks faults and strengths to the teacher.(P5)
TB6	Ref	they	This is a concern for teachers now because they feel that feel that learners are facing very difficult to level understand the form of grammar because at the junior high school level grammar has not been emphasized to be taught to the learners,(P6) The learning grammar usually make the learner are not really interested to learn it although they are know well that so important for them(P7)
		their	it is different from when teachers during the school days in their day.(P6)
		them	The learning grammar usually make the learner are not really interested to learn it although they are know well that so important for them (P7)

		that	As it well known that the expected target of implementing the 2013 curriculum is that learners are able to use English communicatively, oral and written (P9)
		It	In the junior high school, it is not taught separately in the 2013 Curriculum but it is teach integrate deal with other skill.(P4) Teach writing it means that teach the structure or grammar.(P2) The learning grammar usually make the learner are not really interested to learn it although they are know well that so important for them (P7)
	Sub	one	As one of important skill for language learning (P3)
		can	So it can be a challenge and problem faced by the teachers who are must implement the 2013 Curriculum.(P6)
		not	Communicative Approach in used not only to make communicative competence but also to develop and writing four language skills namely reading, speaking, listening and writing.(P2) In the junior high school, it is not taught separately in the 2013 Curriculum but it is teach integrate deal with other skill.(P4) The learning grammar usually make the learner are not really interested to learn it although they are know well that so important for them(P7)
		So	So , it can be a challenge and problem faced by the teachers who are must implement the 2013 Curriculum which emphasize the communicative learning and ignore the grammar comprehension.(P6)

			The learning grammar usually make the learner are not really interested to learn it although they are know well that so important for them. (P7)
	Con	While	While in the researcher points of view based the role of grammar in using English as a tool of communication skills remains an important thing to consider.(P9)
		and	Communicative Approach in used not only to make communicative competence but also to develop and writing four language skills namely reading, speaking, listening and writing.(P2) The writing skill teach in English foreign language learners such as leaning encouragement, language development, learning approach, and most importantly, writing skill as compulsory subject.(P3) As it well known that the expected target of implementing the 2013 curriculum is that learners are able to use English communicatively, oral and written (P9)
		no	Unfortunately, in teaching English using the 2013 curriculum there is no specific part which emphasis on learners being able to know the structure,(P5)
		also	Communicative Approach in used not only to make communicative competence but also to develop and writing four language skills namely reading, speaking, listening and writing.(P2)
		however	however the learners should know the concepts of structure or grammar correctly(P5) However, none of them have investigated of the teaching grammar based on 2013 curriculum.(P9)

		but	Communicative Approach in used not only to make communicative competence but also to develop and writing four language skills namely reading, speaking, listening and writing.(P2) In the junior high school, it is not taught separately in the 2013 Curriculum but it is teach integrate deal with other skill.(P4)
		for	Therefore, writing become one of necessary skills for preparing the learners to communicate and acquire knowledge in the era of information technology.(P3) The learning grammar usually make the learner are not really interested to learn it although they are know well that so important for them(P7)
		because	This is a concern for teachers now because they feel that feel that learners are facing very difficult to level understand the form of grammar because at the junior high school level grammar has not been emphasized to be taught to the learners.(P6)
		Therefore	Therefore, writing become one of necessary skills for preparing the learners to communicate and acquire knowledge in the era of information technology .(P3)
		previously	Due to the phenomenon mention previously, the researcher conduct a research entitled "Teachers' Strategy in Teaching English Grammar Based on the 2013 Curriculum At SMPN 11 Maros Baru the researcher cover how the English grammar implemented in the 2013 Curriculum.(P10)
		first	In 2013 Curriculum, specially in junior high school level, the learners teaches how to speak communicatively oral and written without introduce the basic grammar specifically to

			the learners first . (P4)
	Rei		
	Rep	Curriculum	The transforming of curriculum in Indonesia has changed eleven times. It can be seen as follows 1947 Curriculum , 1964 Curriculum 1968 First Curriculum , 1973 Curriculum , 1975 Curriculum Elementary Schools 1984 Curriculum , 1994 Curriculum , 1997 Curriculum , 2004 Curriculum pioneering Kurikulum Berbasis "Kompetensi (KBK) or Competence-based Curriculum , 2006 Kurikulum Tingkat Satuan Pendidikan (KTSP) or School based Curriculum ,and the current is 2013 Curriculum (P1)
		Communicative	As the last curriculum, in English language teaching, the 2013 Curriculum uses communicative approach. This approach is one of the methods that engage the teachers to be more creative to create activities 471 which support the learners to use the language for communication. This approach also has other names, Communicative Language Teaching (CLT) or Functional Approach (Littlewood), Communicative Approach in used not only to make communicative competence but also to develop and writing four language skills namely reading, speaking, listening and writing(P2)
		English	As it well known that the expected target of implementing the 2013 curriculum is that learners are able to use English communicatively, oral and written. Unfortunately, in teaching English using the 2013 curriculum there is no specific part which emphasis on learners being able to know the structure, but for be able to use English communicatively, however the learners should know the concepts of structure or grammar correctly (P5)

		teachers	In the previous curriculum, the learners is emphasized to memorize all forms of grammar formulas, must memorize time sentence formulas such as present, past and continues, memorize nominal sentence forms, verbal sentences and others. This is a concern for teachers now because they feel that feel that learners are facing very difficult to level understand the form of grammar because at the junior high school level grammar has not been emphasized to be taught to the learners, it is different from when teachers during the school days in their day. So it can be a challenge and problem faced by the teachers who are must implement the 2013 Curriculum which emphasize the communicative learning and ignore the grammar comprehension.(P6)
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Note:

Ref	: Reference	TB1	: Thesis Background 1
Sub	: Substitution	TB2	: Thesis Background 2
Ell	: Ellipsis	TB3	: Thesis Background 3
Con	: Conjunction	TB4	: Thesis Background 4
Rei	: Reiteration	TB5	: Thesis Background 5
Co	: Collocation	TB6	: Thesis Background 6

2. Identification about coherence in background of thesis

No	Types	Variable	sentence
TB1	RKW	Education	Education is one of the factors that determine the quality of a nation Education is one of investments that will produce humans who have the knowledge, attitudes, and skills needed in the development of a nation. Education can run well because it is supported by the good curriculum. In Indonesia the application of curriculum is not fixed and always changing. This happen

			because for the sake and common good in realizing the vision and mission in order to achieve an optimal result.(P1) One of the most important components in education system beside teacher, student, and tool is a curriculum. Curriculum is used to become the basic concept in education and to be the indicator of the success of education. Hamalik (1990) the curriculum is very important tool in order to realize and achieve the goal of school education Besides, based on Law No 20, 2013 about National Education System article I clause 19 mentioned that curriculum is a set of plans and arrangement about the objective, content and learning materials as well as method used to guide in the delivery of learning to achieve specific educational goals.(P2)
		Curriculum	One of the most important components in education system beside teacher, student, and tool is a curriculum. Curriculum is used to become the basic concept in education and to be the indicator of the success of education. Hamalik (1990) the curriculum is very important tool in order to realize and achieve the goal of school education Besides, based on Law No 20, 2013 about National Education System article I clause 19 mentioned that curriculum is a set of plans and arrangement about the objective, content and learning materials as well as method used to guide in the delivery of learning to achieve specific educational goals.(P2)

		Skill	Fadillah (2014) stated that in the 2013 curriculum emphasize an increase and a balance between soft skill and hard skills including aspects of attitudes competence, skill competence and knowledge competence. Attitude obtained through the activity of receiving executing, cherishing, appreciating and practicing. Knowledge gained through the activity of remembering, understanding, applying, analyzing, evaluating and creating.(P8)
		Students	Related to English subject as one of the important components in the spectrum of the 2013 curriculum. Curriculum has a goal to develop the ability of the students to communicate in that language, with communication skills that include the ability to listen, speak, read and write. In the spectrum of curriculum, English subject for junior high school is adapted subject which) aimed to prepare the students master the knowledge and skills of basic English that will support the skill competence achievement in the program of study and to apply the mastery of English skills in oral and written communication on advanced level (Permendikbud No.64.2013) (P10)
		Subject	Related to English subject as one of the important components in the spectrum of the 2013 curriculum. Curriculum has a goal to develop the ability of the students to communicate in that language, with communication skills that include the ability to listen, speak, read and write. In the spectrum of curriculum, English subject for junior high school is adapted subject which) aimed to prepare the students

			master the knowledge and skills of basic English that will support the skill competence achievement in the program of study and to apply the mastery of English skills in oral and written communication on advanced level (Permendikbud No.64.2013) (P10)
		Learning	In achieving of the goals is closely related to the learning process that is carried out in the class. Teachers must plan learning based on the demands of curriculum by using approach and learning model, in order that the students can generate a contextual work, either individually or in groups. Novianawati (2017) that stated that 2013 curriculum implementation requires the activity of professional teacher in designing effective and meaningful learning (fun), organizing learning. choosing appropriate learning approach, determining the procedure of learning and defining success criteria. (P11)
		Implementation	Sohibun and Eripuddin (2017)said that the use of curriculum in RokanHulu found that more teachers agree with the new curriculum (2013 curriculum) based on the existing system in 2013 curriculum, but they found that Rokanhulu itself is more efficient when using the last curriculum because the school facilities and good infrastructure does not support the implementation of the 2013 curriculum runs perfectly. They also found that the implementation of 2013 curriculum itself becomes inefficient, because there are some schools that lack adequate facilities and infrastructure.(P12)

			The implementation of 2013 curriculum that is stated in Permendikbud No 65, 2013 about the Process Standard for Primary and Secondary Education is each educational unit performs the dimension of lesson plan, dimension of implementation of the learning process, as well as dimension of assessment of learning process with the purpose to improve the efficiency and effectiveness of the achievement of the graduates competence (P15)
		English teacher	Cheserek (2012) said that many studies have shown that curriculum reform does not always work very well and there tends to be a mismatch between the curriculum and its implementation. So the problems related with 2013 curriculum especially in designing 2013 curriculum lesson plan, such as some teachers have difficulties is in combining main competence to Basic Competence that is part of lesson plan, matching goals, objectives, and form of evaluation. But actually 2013 curriculum has been implemented by many schools, including a junior high school at Makassar. English teacher, who implement it, must have sufficient knowledge on what to teach, how to teach, and how to assess students' competence. And the English teacher has been trying to apply the 2013 curriculum in teaching subject. Knowing the fact, the researcher will interest in observing the English teacher (P14)
		Competence	Permendikbud No. 58 year of 2014 mentioned that main competence in the curriculum 2013 is a description

			of competence about the attitude aspect, knowledge and skill (cognitive, affective, and psychomotor) which must be learned by the students. There are four main competence, they are; a) main competence 1 is deals with spiritual aspect, b) main competence 2 is deals with social aspect, c) main competence is 3 deals with knowledge aspect, d) main competence deals with skill aspect.(P17)
		Assessment	All learning process needs to be evaluated by assessing or measuring students understanding or ability in mastering the lessons. A test or assessment can be realized as the way to do some evaluation. Assessment can be used to control students' learning progress. That is more likely to be accomplished when assessment is authentic and tied to the instructional goals of the program(P18)
	CP	It's	Therefore, it is natural that the curriculum is always changing and evolving in accordance with progress of time, science and technology. (P3) Thus, it is generally understood that 2013 curriculum is developed to improve and balance the soft skill and hard skills as well as frying to develop the values reflected in attitude, skills and knowledge acquired by students in school. (P9)
		They	They must be able to develop the materials which are suitable with the teaching goal, to select the appropriate methods, to manage the class, etc.(P5) They also found that the

			implementation of 2013 curriculum itself becomes inefficient, because there are some schools that lack adequate facilities and infrastructure.(P12)
		he	Purnomo (2018) found that the problems of the implementation of 2013 curriculum at SMP Muhammadiyah 1 Surakarta consists of time allocation and student's condition, he also continued that in implementing curriculum of 2013 the teacher must be more professional also must be in good managing the time, select the teaching material and teaching method.(P20)
		She	Glenn (2018) She found the results of her research can be concluded that many obstacles in the implementation of 2013 curriculum, such as the limited be concluded that time on English teaching and learning activities, the facilities and infrastructure, and the assessment.(P21)
		her	Glenn (2018) She found the results of her research can be concluded that many obstacles in the implementation of 2013 curriculum, such as the limited be concluded that time on English teaching and learning activities, the facilities and infrastructure, and the assessment.(P21)
	TS	because	Education can run well because it is supported by the good curriculum.(P1) Rokan Hulu found that more teachers agree with the new curriculum (2013 curriculum) based on the existing system in 2013 curriculum, but they found that Rokanhulu itself is more efficient when using the last

			curriculum because the school facilities and good infrastructure does not support the implementation of the 2013 curriculum runs perfectly.(P12)
		and	Ningtyas (2016) found that. (1) Three points considered as teachers' perceptions of C13 include the positive view of 2013 curriculum implementation due to students' activeness, the unmatched materials on Buku Bahasa Inggris 2013 (2013 curriculum book) and Scientific Approach steps of syllabus, the need of continuous teacher training for curriculum comprehension and evaluation, and teachers' (2) a. planning teaching includes 2013 curriculum syllabus, 2013 curriculum lesson plan that are developed, learning models are based on the rep materials need, 2013 curriculum book as main source and worksheet as additional, b) implementing 2013 curriculum book, applying three 2013 curriculum assessment aspects including spiritual and attitude, role of teachers and students depends on the teachers respectively, c) the evaluations of unmatched 2013 curriculum syllabus and book, less objective of attitude assessment; (3) curriculum implementations difficulties a) unmatched of basic competences" sequence in C13 book and syllabus., b) lacks of time allocation in implementation, students' focus during. (c) difficulties of attitude assessment.(P19)
		for	So the reformation and importance of the curriculum, education practitioners in Indonesia are continuously looking for ways to improve the quality of education, one of which is 2013 curriculum which is

			expected to give contribution for the realization of the qualified and potential learner.(P3) the need of continuous teacher training for curriculum comprehension and evaluation, and teachers'(P19) Also Khasanah (2017) found that the problems faced by the English teacher were limited time available for teaching English the discrepancies between the materials to allocation, the lack of facilities which support the implementation of the 2013 curriculum, and the complicated assessment administration.(P20)
		but	Sohibun and Eripuddin (2017)said that the use of curriculum in RokanHulu found that more teachers agree with the new curriculum (2013 curriculum) based on the existing system in 2013 curriculum, but they found that Rokanhulu itself is more efficient when using the last curriculum because the school facilities and good infrastructure does not support the implementation of the 2013 curriculum runs perfectly(P12) But actually 2013 curriculum has been implemented by many schools, including a junior high school at Makassar.(P14)
		Therefore	Therefore, in implementing the curriculum of 2013 teachers need to give more attention to the lesson plan, learning process in order that the basic.(P16)
	LO	Comparison	Sohibun and Eripuddin (2017)said that the use of curriculum in RokanHulu found that more teachers agree with the new

			curriculum (2013 curriculum) based on the existing system in 2013 curriculum, but they found that Rokanhulu itself is more efficient when using the last curriculum because the school facilities and good infrastructure does not support the implementation of the 2013 curriculum runs perfectly. They also found that the implementation of 2013 curriculum itself becomes inefficient, because there are some schools that lack adequate facilities and infrastructure.(P12) Nuryana (2017) also found that implementation of 2013 curriculum. teachers need training for curriculum comprehension and evaluation, planning teaching includes, 2013 curriculum syllabus, 2013 curriculum lesson plan that are developed, learning models are based on the materials need 2013 curriculum book as main source, the evaluation of unmatched 2013 curriculum syllabus and book, less objectives of attitude assessment. Hidayan (2015) found that the problems the implementation of 2013 curriculum consists of time allocation and the students' condition.(P13) Cheserek (2012) said that many studies have shown that curriculum reform does not always work very well andthere tends to be a mismatch between the curriculum and its implementation Sotheproblems related with 2013 curriculum especially in designing 2013 curriculum lesson plan, such as some teachers have difficultiessis in combining main competence to Basic Competence that is part of lesson plan, matching goals, objectives, and
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			form of evaluation. But actually 2013 curriculum has been implemented by many schools, including a junior high school at Makassar. English teacher, who implement it, must have sufficient knowledge on what to teach, how to teach, and how to assess students' competence. And the English teacher has been trying to apply the 2013 curriculum in teaching subject. Knowing the fact, the researcher will interest in observing the English teacher (P14) Permendikbud No. 58 year of 2014 mentioned that main competence in the curriculum 2013 is a description of competence about the attitude aspect, knowledge and skill (cognitive, affective, and psychomotor) which must be learned by the students. There are four main competence, they are; a) main competence 1 is deals with spiritual aspect, b) main competence 2 is deals with social aspect, c) main competence is 3 deals with knowledge aspect, d) main competence deals with skill aspect.(P17) Ningtyas (2016) found that. (1) Three points considered as teachers' perceptions of C13 include the positive view of 2013 curriculum implementation due to students' activeness, the unmatched materials on Buku Bahasa Inggris 2013 (2013 curriculum book) and Scientific Approach steps of syllabus, the need of continuous teacher training for curriculum comprehension and evaluation, and teachers' (2) a. planning teaching includes 2013 curriculum syllabus, 2013 curriculum lesson plan that are developed, learning models are based on the rep
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			materials need, 2013 curriculum book as main source and worksheet as additional, b) implementing 2013 curriculum book, applying three 2013 curriculum assessment aspects including spiritual and attitude, role of teachers and students depends on the teachers respectively, c) the evaluations of unmatchable 2013 curriculum syllabus and book, less objective of attitude assessment; (3) curriculum implementations difficulties a) unmatchable of basic competences" sequence in C13 book and syllabus., b) lacks of time allocation in implementation, students' focus during. (c) difficulties of attitude assessment.(P19) Glenn (2018) She found the results of her research can be concluded that many obstacles in the implementation of 2013 curriculum, such as the limited be concluded that time on English teaching and learning activities, the facilities and infrastructure, and the assessment.(P21)
TB2	RKW	Education	Education is one of the important parts of nation and public development. In Indonesia, educational objectives in accordance with the Law Number 20 of 2003 are developing the potential of students to become human beings who believe and have devotion to the Almighty God, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens The Law indicates how crucial an education for the citizen to develop this country Therefore, it needs a parameter to control the education

			quality for national scope, to see whether or not the objectives have been achieved.(P1)
		National examination	National examination as the implementation of evaluation is used to make decisions in improving learning for elementary, junior, and senior high schools level. The result is used as an effort to support the success of improving. This is for better learning process, and for measuring students competence. This is relevant with Bichi and Musa (2015) public that national examination has a role in sustaining the educational process as an important instrument for evaluating students competence. Meanwhile, according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 5 of 2015, the national examination is the activity of measuring and evaluating students competence on a certain subject (Mendikbud, 2015). Thus, national examination has an essential role in education aspects for students in particular and educational policy in general.(P3) National examination in Indonesia is a formal assessment which carefully prepared by the Ministry of Education and Culture to measure students' competence on certain subjects namely, Math, Science, Indonesian. 6 and English subjects in which for a long time it is conducted by using paper based test. However, since last three years, the national examination has been using Computer Based Test or CBT to assess students in all schools in Indonesia (P6)

		Evaluation	Having the educational achievement in the context of controlling the quality of education nationally, an evaluation is carried out as a form of accountability of education providers. In consequence, the government holds a national exam as a form of evaluation Gronlund (1990) public that "evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupil" .It can be understood that by giving evaluation, teachers can know whether the students reach the education's goal or not, Moreover, evaluation draws how well students achieve the materials after teaching learning process has done. (P2) In the educational system, evaluation is familiar with the terms of measurement, assessment, and test which certainly can be are closely relate. Brown (1997) that evaluation measure how far the learning objectives have been achieved.(P4)
	CP	It	Therefore, it needs a parameter to control the education quality for national scope, to see whether or not the objectives have been achieved.(P1) It can be understood that by giving evaluation, teachers can know whether the students reach the education's goal or not(P2)
		their	Furthermore, this research also tried to find out the relationship between students' English CBT achievement with their school accreditations status.(P10)

		they	In the educational system, evaluation is familiar with the terms of measurement, assessment, and test which certainly can not be separated one another since they are closely relate.(P2)
	TS	and	Education is one of the important parts of nation and public development. In Indonesia, educational objectives in accordance with the Law Number 20 of 2003 are developing the potential of students to become human beings who believe and have devotion to the Almighty God, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens The Law indicates how crucial an education for the citizen to develop this country Therefore, it needs a parameter to control the education quality for national scope, to see whether or not the objectives have been achieved. (P1)
		Therefore	Therefore , it needs a parameter to control the education quality for national scope, to see whether or not the objectives have been achieved.(P1) Therefore , this research was conducted to investigate the relationship between the students achievements on CBT national examination for Public and private Junior high school, as well as, Tsanawiyah schools at Jenepono Regency.
		In consequence	In consequence , the government holds a national exam as a form of evaluation Gronlund (1990) public

			that "evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupil".(P2)
		Moreover	Moreover , evaluation draws how well students achieve the materials after teaching learning process has done.(P2)
		for	The Law indicates how crucial an education for the citizen to develop this country(P1) National examination as the implementation of evaluation is used to make decisions in improving learning for elementary, junior, and senior high schools level .This is relevant with Bichi and Musa (2015) public that national examination has a role in sustaining the educational process as an important instrument for evaluating students competence.(P3)
		Thus	Thus , national examination has an essential role in education aspects for students in particular and educational policy in general.(P3)
		since	In the educational system, evaluation is familiar with the terms of measurement, assessment, and test which certainly can not be separated one another since they are closely relate.(P2)
		However	However , since last three years, the national examination has been using Computer Based Test or CBT to assess students in all schools in Indonesia (P6) BSNP has been make a new breakthrough where the national examination does not longer become a

			main determinant passing for students in all levels of education, however, the use of computer in testing the students or CBT as national examination remains interesting thing to reveal its effects in particular in revealing the result (P8) However, none of the on the national examination that related the result of national examination with the school status and accreditation(P10)
		Then	CBT must be supported by vital facility such as computer or laptop, then school should be equipped with computers when students at the school wanted to attend and do the exam.(P7)
		in this case	the use of computer in testing the students or CBT as national examination remains interesting thing to reveal its effects in particular in revealing the result, in this case on students' English achievement relating to the schools" status.(P8)
	LO	Comparison	National examination as the implementation of evaluation is used to make decisions in improving learning for elementary, junior, and senior high schools level. The result is used as an effort to support the success of improving. This is for better learning process, and for measuring students competence. This is relevant with Bichi and Musa (2015) public that national examination has a role in sustaining the educational process as an important instrument for evaluating students competence. Meanwhile, according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia

			Number 5 of 2015, the national examination is the activity of measuring and evaluating students competence on a certain subject (Mendikbud, 2015). Thus, national examination has an essential role in education aspects for students in particular and educational policy in general. (P2) Meanwhile, Nitko and Brookhart (2011) public that the occurrence of an evaluation process is employed to obtain information as a bare for a decision related to students, curriculum, learning programs, and educational policy. Furthermore, McCormick and James (1983) perceive the role of evaluation as providing a mode of accountability, professional development and institutional improvement, and facilitating curriculum.(P5) Since 2015. The Board of National Education Standard or Badan Standar Nasional Pendidikan, which is popular with its abbreviation, BSNP made a fundamental change. As the representative of government in educational quality assurance, BSNP has been make a new breakthrough where the national examination does not longer become a main determinant passing for students in all levels of education, however, the use of computer in testing the students or CBT as national examination remains interesting thing to reveal its effects in particular in revealing the result, in this case on students' English achievement relating to the schools" status (public or private) and accreditation, as well (P8) There are some previous
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			researchers have conducted research on national examination such as Astuti and Retnawati (2017) revealed the effect of national, examination's policy on readiness, motivation, school test score, and national examination score: Effendy and Sayudi (2017) focused on the impact 18 of English National Examination in Indonesja, Alhadra and Zulkifli (2017) found the effect of National Examination on the Quality of Education in Indonesia, Sugianto (2016) analyzed the validity and realibility of English National Examination; Qudsyia and Pun (2016) investigated the correlation of self-efficacy and anxiety of National examination among high school students: Sarasvati (2012) investigated the effect of the national examination to determine students future, and Sulisty (2009) revealed English get measurement standard in the national examination preliminary research findings as a (P10)
TB3	RKW	teaching skill	From the aspect of learning process, there are eight basic teaching skills are considered very important in the success of teaching and learning skill activities. The eight basic teaching skills are questioning skills, skills to provide reinforcement, variation skills, skills to explain, skills to open and close lessons, skills to guide discussion small groups, classroom management skills and individual teaching skills (Mather, 2001)(P4)
		students	The application of reinforcement by the teacher will make students feel appreciated for every effort that has been done. Students will know the responses and behaviors which are

			good and positive, so the students will be aware of the good behavior in their daily life both in the learning process and in their daily activities (Sari,2019) (P9) This also reveal by Arista (2018) she found that many behaviors are actually of positive value, such as het students daring to ask questions to teachers, students to answer questions to the teachers, or students are able to collect tasks on time, but the behaviors are often wasted by teachers. Conditions like that is actually a "moment" is very good in building student motivation to learn achievement. The impact of the teacher's attitudes makes students feel less valued in their efforts to behave positively, and cause students to be less motivated to provide positive responses to teacher stimuli.(P17)
		children	In addition, positive reinforcement has also succeeded in maintaining children's motivation in learning English in the classroom. Giving positive reinforcement changes the view of children who initially think learning English is a difficult lesson to turn into fun learning. That is why children are not frustrated and do not give up easily when they have difficulty learning English, Murpratiwi (2018)(P12)
		reinforcement	A positive reinforcement given by the teacher will change the behaviour of learners, in this case the behavior shown by the motivation of learners follow the learning and learning activities undertaken. The effect of reinforcement on behavior as revealed by Mudjiran (2011) which states that

			the reinforcement of positive behavior is very effective to change a person's behavior. Thus, the provision of reinforcement appropriately and hastened will be able to support the formation of student behavior, than it can support the success of the learning process carried out.(P14)
		Behaviour	A positive reinforcement given by the teacher will change the behaviour of learners, in this case the behavior shown by the motivation of learners follow the learning and learning activities undertaken. The effect of reinforcement on behavior as revealed by Mudjiran (2011) which states that the reinforcement of positive behavior is very effective to change a person's behavior. Thus, the provision of reinforcement appropriately and hastened will be able to support the formation of student behavior, than it can support the success of the learning process carried out.(P14)
		teachers	This also reveal by Arista (2018) she found that many behaviors are actually of positive value, such as het students daring to ask questions to teachers, students to answer questions to the teachers, or students are able to collect tasks on time, but the behaviors are often wasted by teachers. Conditions like that is actually a "moment" is very good in building student motivation to learn achievement. The impact of the teacher's attitudes makes students feel less valued in their efforts to behave positively, and cause students to be less motivated to provide positive responses to teacher stimuli (P17)

		Perception	Perception is a cognitive process experienced by each individual in selecting, organizing, interpreting and interpreting information and sensation inputs received through sight, hearing, smell, touch, feeling and appreciation so as to produce a picture. This is also stated by Parek (2013), perception is the process of an individual selecting, organizing and interpreting information inputs to create a meaningful picture of the world. According to Sugihartono (2007), perception is the brain's ability to translate a stimulus or process to translate a stimulus that enters the human sense organs. Perceptions an impression is obtained by an individual through the five senses and then analyzed (organized) interpreted and then evaluated, so that the individual gets meaning. Perception actually requires a process of learning and experience. Perception is learned through interaction with the environment. A person's perception arises from childhood through interactions with other humans. According to Asrori (2013), perception is all processes of selecting, organizing and interpreting information input, sensations received through sight, feeling, hearing, smell and touch to produce meaning.(P21)
	CP	We	To achieve educational goals, we need the readiness of human resources involved in it one of which is the teacher who is one of the determining factors who have a strategic position in achieving this educational goal because the teacher plays an important role in the teaching process (Astuti, 2016) (P1) This perception was the earliest

			perception develops in babies and influences babies and toddlers to make set of the world visual perception is the result of fat we see, both before we see or till imagine and after doing the object in question
		He	This also was stated by Muslihin (2013), he said that reinforcement could increase student attention and help students learn if reinforcement was used selectively, and motivate students to do better than before (P6) A person can perceive something from what he hears (P25) A person can perceive something from what he smells (P26)
		Him	The importance of using, positive reinforcement in learning based on the characteristics of the student when facing something that is difficult for him.(P11)
		they	Students need something that can strengthen their motivation so they don't do something right.(P11) it turns out they didn't research two types of reinforcement, they only research the success of teachers in using positive reinforcement but they didn't research negative reinforcement, and then they didn't research students' perceptions of reinforcement used by the teacher.(P26)
		their	Students will know the responses and behaviors which are good and positive, so the students will be aware of the good behavior in their daily life both in the learning process and in their daily activities (Sari,2019) (P9)

			Students need something that can strengthen their motivation so they don't do something right.(P11)
		it	To achieve educational goals, we need the readiness of human resources involved in it one of which is the teacher who is one of the determining factors who have a strategic position in achieving this educational goal because the teacher plays an important role in the teaching process (Astuti, 2016)(P1) A person can perceive something from what it tastes or feels.(P25) it turns out they didn't research two types of reinforcement, they only research the success of teachers in using positive reinforcement (26)
	TS	Because	To achieve educational goals, we need the readiness of human resources involved in it one of which is the teacher who is one of the determining factors who have a strategic position in achieving this educational goal because the teacher plays an important role in the teaching process (Astuti, 2016)(P1) Reinforcement has a greater effect on student performance because it can improve student grades and reduce student anxiety when learning takes place as well as when taking tests in class(P20)
		And	This also was stated by Muslihin (2013), he said that reinforcement could increase student attention and help students learn if reinforcement was used selectively, and motivate

			students to do better than before (P6) This perception was the earliest perception develops in babies and influences babies and toddlers to make set of the world visual perception is the result of fat we see, both before we see or till imagine and after doing the object in question (P23)
		For	The importance of using, positive reinforcement in learning based on the characteristics of the student when facing something that is difficult for him.(P11) As an integral part of education, counselling has responsibility for the success of the educational process in school(P19)
		but	the students daring to ask questions to teachers, students to answer questions to the teachers, or students are able to collect tasks on time, but the behaviors are often wasted by teachers.(P17) it turns out they didn't research two types of reinforcement, they only research the success of teachers in using positive reinforcement but they didn't research negative reinforcement, and then they didn't research students' perceptions of reinforcement used by the teacher.(P26)
		Therefore	Therefore, a teacher needs to understand the beat about student learning processes, so that a teacher can provide guidance and appropriate learning environment (P2)

		then	Perceptions an impression is obtained by an individual through the five senses and then analyzed (organized) interpreted and then evaluated, so that the individual gets meaning.(P21)
		Thus	Thus , the provision of reinforcement appropriately and hastened will be able to support the formation of student behavior, than it can support the success of the learning process carried out.(P14)
		first	The first , visual perception of the sense of sight, namely the eyes (P23)
		Furthermore	Furthermore , auditory perception or hearing is a perception obtained from the sense of hearing, namely the ear.(P24)
		Finally	Finally , the perception of taste or taste is a type of perception obtained from the sense of taste, namely the tongue.(P25)
	LO	Comparison	These researchers found that the use of reinforcement in the classroom can improve student achievement because students are more eager to participate or are more active and have a high interest Diedrich (2010), and Hoque (2013). Reinforcement has a greater effect on student performance because it can improve student grades and reduce student anxiety when learning takes place as well as when taking tests in class (Amber (2015) and Greene (2015). The use of reinforcement can increase self-confidence and change student behavior and improve student learning outcomes to be more improved Wibowo (2015), Bibi (2016) and Kelly (2017), reinforcement functions as

			motivation in learning English, students become more Creative, innovative and productive in conducting learning activities (Douna (2016) and Fitrianti (2018)(P20) Perception is a cognitive process experienced by each individual in selecting, organizing, interpreting and interpreting information and sensation inputs received through sight, hearing, smell, touch, feeling and appreciation so as to produce a picture. This is also stated by Parek (2013), perception is the process of an individual selecting, organizing and interpreting information inputs to create a meaningful picture of the world. According to Sugihartono (2007), perception is the brain's ability to translate a stimulus or process to translate a stimulus that enters the human sense organs. Perceptions an impression is obtained by an individual through the five senses and then analyzed (organized) interpreted and then evaluated, so that the individual gets meaning. Perception actually requires a process of learning and experience. Perception is learned through interaction with the environment. A person's perception arises from childhood through interactions with other humans. According to Asrori (2013), perception is all processes of selecting, organizing and interpreting information input, sensations received through sight, feeling, hearing, smell and touch to produce meaning. The Process of Perception (21)
TB4	RKW	English	International language learning, especially English, has become more popular in the 4.0 era due to

			advancements in science, technology, education, the CT arts, economics, and industry, among other fields: English, as a global language, plays a critical role in the advancement of science and technology. Numerous countries around the world use English to communicate with people from other countries (Trilling, 2009).(P1)
		Communication	Communication refers to speaking, which is a complex and time-consuming skill towards oral communication. By speaking, people will learn about the various problems that exist t in the world. People who can communicate effectively would be more adept at transmitting and receiving information or messages. According to Pollard (2008), one of the most challenging aspects of education for students to master is oral communication. (P2)
		Speaking	Additionally, speaking is a critical component of second language learning and teaching. However, in today's world, the intention speaking should be to promote students' communication skills so that they can express themselves and learn how to use a language. The other argument from Shabani (2013) argued that speaking a foreign language has always been regarded as the most challenging skill to acquire in comparison to listening, reading, and writing. This is because it entails more than just studying the language's linguistic components. Language components such as vocabulary and grammatical structures are essential but insufficient. What distinguishes speaking from other skills is that the speaker must have immediate access

			to all the relevant information in order to generate the appropriate language in a limited period of time, while in other skills the learner has sufficient time to either balance the feedback with established knowledge or create the appropriate language.(P3)
		Collaborative learning	According to Lejeune (1999), collaborative learning is a personal concept, not merely a classroom technique. In all cases where people come together in groups, it involves interacting with people in ways that highlight the strengths and achievements of individual group members. Each group action requires the sharing of authority and acceptance of responsibility by all group members. Collaborative learning's fundamental theory is founded on community members cooperating. Reasonable teaching-learning methods must be chosen and implemented to ensure the successful delivery of Education for sustainable growth. Collaborative learning is a teaching and learning method that entails groups of learner cooperating to solve a problem, complete a task, or produce a product. Collaborative learning is described by the following characteristics: a shared mission or activity, small group learning and cooperative behavior, interdependence; and individual responsibility and accountability.(P10) Collazos (2002) notes in another study that collaborative learning is an instrumental process in which students work collaboratively on an assignment. Collaborative learning places the students at the forefront of the investigation, with the instructor

			serving as a facilitator. Collaborative learning divides students into multiple classes to complete a task assigned by the instructor. It is community learning rather than individual learning. (P11)
	CP	they	However, in today's world, the intention speaking should be to promote students' communication skills so that they can express themselves and learn how to use a language(P3) They should ensure extra effort to avoid message misunderstanding caused by improper pronunciation, grammar, or vocabulary and conform to the social and cultural principles that regulate each communication situation (P5)
		their	Learners should be able to communicate effectively. making the best use of their existing proficiency(P5) When their peers are having trouble with their pronunciation, grammar, vocabulary, or comprehension, the superior students may assist them (P9) This research is intended to aid students in enhancing their speaking skills(p14)
		them	On the other hand, competitive learning entails placing them in direct competition to affect individual results.(P7) When their peers are having trouble with their pronunciation, grammar, vocabulary, or comprehension, the superior students may assist them(P9)

			According to Pattanpichet (2011) additional study, which focuses on the impact of collaborative learning on students' speaking achievement, several exercises can assist students in learning to talk. Collaborative learning is one of them . (P12)
		It	It is evident when they collaborate or conduct the conversation as a team. Students should collaborate to solve their problems.(P9)
	TS	and	Communication refers to speaking, which is a complex and time-consuming skill towards oral communication. By speaking, people will learn about the various problems that exist in the world. People who can communicate effectively would be more adept at transmitting and receiving information or messages. According to Pollard (2008), one of the most challenging aspects of education for students to master is oral communication. When speaking, everything is involved: concepts, what will be said, language, how to use grammar and vocabulary, and pronunciation, which seems highly harder to comprehend (P2) Each group action requires the sharing of authority and acceptance of responsibility by all group members (P10) This method is ineffective because students become bored and require a significant amount of time to master English speaking, especially in communication and conversation. (P13)
		for	According to Pollard (2008), one of the most challenging aspects of

			education for students to master is oral communication.(P2) how to choose adequate words or phrases for the appropriate social setting, audience, situation, and subject matter, and how to express their thoughts in a meaningful and logical manner.(P4) In terms of teaching speaking, English teachers must recognize that speaking a language is challenging for foreign language learners since successful oral communication involves the ability to use the language correctly in social interactions.(P6)
		Additionally	Additionally, speaking is a critical component of second language learning and teaching. (P3) Additionally, nonlinguistic elements such as gestures and body language, and facial expressions can accompany or convey a message without the use of words (P6)
		However	However, in today's world, the intention speaking should be to promote students' communication skills so that they can express themselves and learn how to use a language(P3)
		but	Language components such as vocabulary and grammatical structures are essential but insufficient.(P3) Not only verbal communication but also nonlinguistic elements of speech such as pitch, communication stress, bet also and intonation contribute to contact diversity.(P6)

		while	What distinguishes speaking from other skills is that the speaker must have immediate access to all the relevant information in order to generate the appropriate language in a limited period of time, while in other skills the learner has sufficient time to either balance the feedback with established knowledge or create the appropriate language.(P3)
		On the other hand	On the other hand , competitive learning entails placing them in direct competition to affect individual results.(P7)
		Thus	Thus , implementing Collaborative Learning in the classroom will provide organized opportunities for individuals assigned unique roles within their communities to work collaboratively to accomplish shared goals.(P7) Thus , one student's performance aids the success of other students.(P11)
		As a result	As a result of the above, the researcher will employ collaborative learning to teach speaking to students at FKIP Muhammadiyah University of Makassar's English Education Department.(P14)
		Therefore	Therefore , the implementation of Collaborative Learning emphasized the integration of the strategy with the students' needs.(P14)
	LO	Comparison	According to Pierre Dillenbourg's 1999 research, collaborative learning occurs when two or more students learn something or attempt something together in a group setting. It can refer to several individuals or pairs, a group or small

		group, a population (a few hundred or thousands of people), a society (several thousand or millions of people), or any intermediate stage. The term "learn something" may refer to following a course, studying course material, and engaging in learning activities. It is evident when they collaborate or conduct the conversation as a team. Students should collaborate to solve their problems. When their peers are having trouble with their pronunciation, grammar, vocabulary, or comprehension, the superior students may assist them. The final is collaborative and it encompasses a variety of modes of interaction: face to face, synchronous or asynchronous, regular or infrequent in time, whether it is a genuinely collaborative endeavor or whether labor is distributed in a structured manner.(P9) According to Lejeune (1999), collaborative learning is a personal concept, not merely a classroom technique. In all cases where people come together in groups, it involves interacting with people in ways that highlight the strengths and achievements of individual group members. Each group action requires the sharing of authority and acceptance of responsibility by all group members. Collaborative learning's fundamental theory is founded on community members cooperating. Reasonable teaching-learning methods must be chosen and implemented to ensure the successful delivery of Education for sustainable growth. Collaborative learning is a teaching and learning method that entails groups of learner cooperating to solve a problem, complete a task,
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			or produce a product. Collaborative learning is described by the following characteristics: a shared mission or activity, small group learning and cooperative behavior, interdependence; and individual responsibility and accountability.(P10) Collazos (2002) notes in another study that collaborative learning is an instrumental process in which students work collaboratively on an assignment. Collaborative learning places the students at the forefront of the investigation, with the instructor serving as a facilitator. Collaborative learning divides students into multiple classes to complete a task assigned by the instructor. It is community learning rather than individual learning. Thus, one student's performance aids the success of other students. Additionally, this type of practice is referred to as cooperative learning, team learning, or community learning.(P11) According to Pattanpichet (2011) additional study, which focuses on the impact of collaborative learning on students' speaking achievement, several exercises can assist students in learning to talk. Collaborative learning is one of them. Collaborative learning is a style of instruction in which students work collaboratively on an assignment. These types of programs are intended to assist students in developing their self-esteem.(P12)
TB5	RKW	Textbooks	Textbooks serve an important part in the realm of teaching and learning. It is regarded as a basic requirement for

			foreign learning. According to Cortazzi and Jin (1999), textbooks play a variety of functions in the EFL classroom, including those of a teacher, a guide, a reference, a teacher, and a power source. Textbooks are the essential thing that an educator should have in teaching activity.(P1) Textbooks are necessary for teachers and students to support their teaching and learning activities. The teachers need textbook to supply material and that they are demanded to supply it creatively to assist the scholars in understanding the lesson more clearly.(P2)
	CP	She	She analyzed whether the themes and as a result the topics in the textbook correspond to the core competencies of the 2013 Curriculum. She discovered that not all of the themes and contents in each Chapter of the English textbook are relevant to the core competencies of the 2013 Curriculum.(P6) She analyzed it to understand whether the discourse competence, sociocultural competence, formulaic competence, interactional competence, linguistic competence, and strategic competence are existed in English textbook(P10)
		He	He wanted to spot the themes of English textbook which are appropriate with the essential competence the 2013 Curriculum, and he also wanted to understand whether the materials of English textbook conform to the essential competences of the 2013 Curriculum.(P8)

		His	His research showed that the strengths of this textbook are all of the Chapters within the textbook had met the standards of a good textbook, i.e integrated language skills and grammar, simple vocabulary, sufficient exercises and activities, appropriate language functions, attractive formats, approach also as methodological guidance for teachers(P8)
		her	The results of her research showed that the standard of the English textbook "Headline English was good supported BSNP either its content feasibility, feasibility of presentation, language, feasibility, of its graphic feasibility(P7)
		they	The teachers need textbook to supply material and that they are demanded to supply it creatively to assist the scholars in understanding the lesson more clearly.(P2) They wanted to understand the materials appropriateness of that English textbook with the core competence (KI) and basic competence (KD) that sued by Board of National Education Standard.(P11)
		their	The teachers must choose and assess which textbook is the best fit for their students.(P3) As a result, college students must choose textbooks that meet their needs, draw their attention, pique their interest, and encourage them to learn the language(P5)
		them	As a result, college students must choose textbooks that meet their needs, draw their attention, pique their

			interest, and encourage them to learn the language(P5)
		it	Sari (2019) researched an English textbook entitled "Headline English" for junior high school of seventh grade, she analyzed it to work out whether the textbook has the content feasibility, feasibility of presentation language feasibility, and feasibility of graphic or not.(P7) She analyzed it to understand whether the discourse competence, sociocultural competence, formulaic competence, interactional competence, linguistic competence, and strategic competence are existed in English textbook.(P10)
	TS	and	According to Cortazzi and Jin (1999), textbooks play a variety of functions in the EFL classroom, including those of a teacher, a guide, a reference, a teacher, and a power source.(P1) The teachers need textbook to supply material and that they are demanded to supply it creatively to assist the scholars in understanding the lesson more clearly.(P2) The teachers must choose and assess which textbook is the best fit for their students.(P3)
		Nevertheless	Nevertheless those skills are different once they are taught from course to course and program to program.(P15)
		for	Textbooks are necessary for teachers and students to support their teaching and learning activities.(P2) It assist supervisors, teachers, textbook writers, and researchers in

			identifying the textbook's strengths and weakness in textbooks are often used as consideration in using the textbook as well as its suitability for use in the teaching and learning process.(P4)
		As a result	As a result, college students must choose textbooks that meet their needs, draw their attention, pique their interest, and encourage them to learn the language(P4) As a result, the goal of learning is to improve the speakers' skill in either listening expertise, speaking expertise, reading expertise, or writing expertise, with a foundation of extensive vocabulary and proper grammar (P14)
		Thus	Thus , the effectiveness of every textbook in helping students to accumulate the important skills must be considered(P15)
		therefore	Cunningmworth (1995) states that Growing strength and weakness in textbooks are often used as a consideration in using that textbook, where the strong points of the textbook are often used maximally and therefore the weaker points are often adapted or substituted from other books.(P4)
		because	Sheldon in Mukundan, Hajimohammadi & Nimshichisalem (2011) that analyzing textbook is completed because two reason.(P5)
	LO	Comparison	Those previous researches have a serious study that are different from the study that the researcher will do. Where Arbaati (2015) focused on analyzing whether English textbook

			was appropriate with the essential competences of the 2013 Curriculum. San (2019) analyzed a textbook to work out whether it has the content feasibility, feasibility of presentation language feasibility, and graphic feasibility or not. Purnomowulan (2014) analyzed an English textbook whether its contents fulfilled the curriculum 2013 requirements Then, Cahya (2020) analyzed the eligibility of English textbook supported the standards of BSNP Another researcher, Hotimah (2019) focused on analyzing the content of English textbook by describing discourse competence, sociocultural competence, formulaic competence, interactional competence, linguistic competence, competence that Ha and strategic are existed therein textbook. The last, Novitasari & Luardini (2019) focused on analyzing materials appropriateness of that English textbook with the core competence (KI) and basic competence (KD) that issued by Boat of National Education Standard.(P12)
TB6	RKW	Curriculum	The transforming of curriculum in Indonesia has changed eleven times. It can be seen as follows 1947 Curriculum, 1964 Curriculum 1968 First Curriculum, 1973 Curriculum, 1975 Curriculum Elementary Schools 1984 Curriculum, 1994 Curriculum, 1997 Curriculum, 2004 Curriculum pioneering Kurikulum Berbasis "Kompetensi (KBK) or Competence-based Curriculum, 2006 Kurikulum Tingkat Satuan Pendidikan (KTSP) or School based Curriculum ,and the current is 2013 Curriculum (P1) In the previous curriculum, the

			learners is emphasized to memorize all forms of grammar formulas, must memorize time sentence formulas such as present, past and continues, memorize nominal sentence forms, verbal sentences and others. This is a concern for teachers now because they feel that learners are facing very difficult to level understand the form of grammar because at the junior high school level grammar has not been emphasized to be taught to the learners, it is different from when teachers during the school days in their day. So it can be a challenge and problem faced by the teachers who are must implement the 2013 Curriculum which emphasize the communicative learning and ignore the grammar comprehension.(P4)
		Communicative	As the last curriculum, in English language teaching, the 2013 Curriculum uses communicative approach. This approach is one of the methods that engage the teachers to be more creative to create activities 471 which support the learners to use the language for communication. This approach also has other names, Communicative Language Teaching (CLT) or Functional Approach (Littlewood), Communicative Approach in used not only to make communicative competence but also to develop and writing four language skills namely reading, speaking, listening and writing(P2)
		English	As it well known that the expected target of implementing the 2013 curriculum is that learners are able to use English communicatively, oral and written. Unfortunately, in teaching English using the 2013

			curriculum there is no specific part which emphasis on learners being able to know the structure, but for be able to use English communicatively, however the learners should know the concepts of structure or grammar correctly (P5)
		teachers	In the previous curriculum, the learners is emphasized to memorize all forms of grammar formulas, must memorize time sentence formulas such as present, past and continues, memorize nominal sentence forms, verbal sentences and others. This is a concern for teachers now because they feel that feel that learners are facing very difficult to level understand the form of grammar because at the junior high school level grammar has not been emphasized to be taught to the learners, it is different from when teachers during the school days in their day. So it can be a challenge and problem faced by the teachers who are must implement the 2013 Curriculum which emphasize the communicative learning and ignore the grammar comprehension.(P6)
	CP	they	This is a concern for teachers now because they feel that feel that learners are facing very difficult to level understand the form of grammar because at the junior high school level grammar has not been emphasized to be taught to the learners,(P6) The learning grammar usually make the learner are not really interested to learn it although they are know well that so important for them(P7)
		their	it is different from when teachers during the school days in their

			day.(P6)
		them	The learning grammar usually make the learner are not really interested to learn it although they are know well that so important for them (P7)
		that	As it well known that the expected target of implementing the 2013 curriculum is that learners are able to use English communicatively, oral and written (P9)
		It	In the junior high school, it is not taught separately in the 2013 Curriculum but it is teach integrate deal with other skill.(P4) Teach writing it means that teach the structure or grammar.(P2) The learning grammar usually make the learner are not really interested to learn it although they are know well that so important for them (P7)
	TS	While	While in the researcher points of view based the role of grammar in using English as a tool of communication skills remains an important thing to consider.(P9)
		and	Communicative Approach in used not only to make communicative competence but also to develop and writing four language skills namely reading, speaking, listening and writing.(P2) The writing skill teach in English foreign language learners such as leaning encouragement, language development, learning approach, and most importantly, writing skill as compulsory subject.(P3)

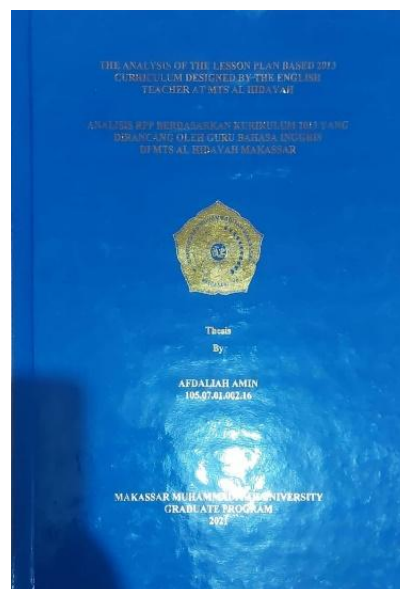
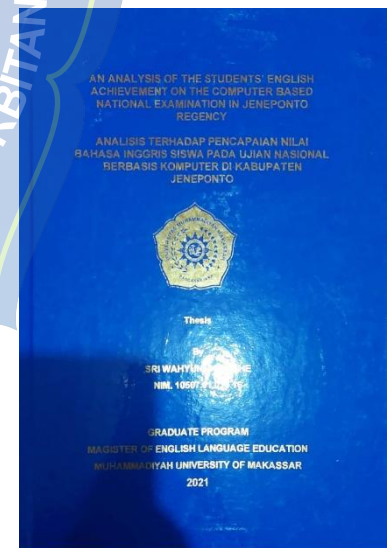
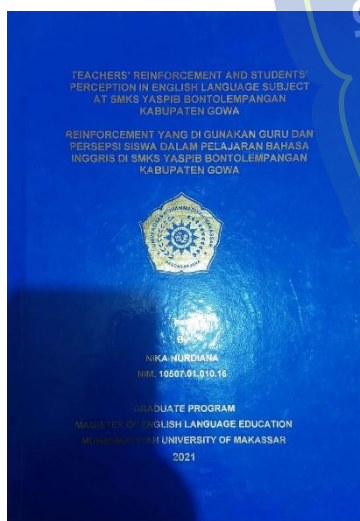
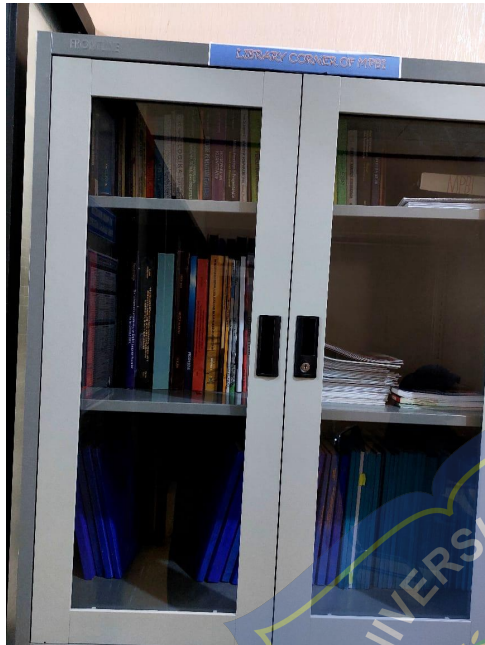
			As it well known that the expected target of implementing the 2013 curriculum is that learners are able to use English communicatively, oral and written (P9)
		also	Communicative Approach in used not only to make communicative competence but also to develop and writing four language skills namely reading, speaking, listening and writing.(P2)
		however	however the learners should know the concepts of structure or grammar correctly(P5) However , none of them have investigated of the teaching grammar based on 2013 curriculum.(P9)
		but	Communicative Approach in used not only to make communicative competence but also to develop and writing four language skills namely reading, speaking, listening and writing.(P2) In the junior high school, it is not taught separately in the 2013 Curriculum but it is teach integrate deal with other skill.(P4)
		for	Therefore, writing become one of necessary skills for preparing the learners to communicate and acquire knowledge in the era of information technology.(P3) The learning grammar usually make the learner are not really interested to learn it although they are know well that so important for them(P7)
		because	This is a concern for teachers now because they feel that feel that

			learners are facing very difficult to level understand the form of grammar because at the junior high school level grammar has not been emphasized to be taught to the learners,(P6)
		Therefore	Therefore , writing become one of necessary skills for preparing the learners to communicate and acquire knowledge in the era of information technology .(P3)
	LO	Comparison	In the previous curriculum, the learners is emphasized to memorize all forms of grammar formulas, must memorize time sentence formulas such as present, past and continues, memorize nominal sentence forms, verbal sentences and others. This is a concern for teachers now because they feel that learners are facing very difficult to level understand the form of grammar because at the junior high school level grammar has not been emphasized to be taught to the learners, it is different from when teachers during the school days in their day. So it can be a challenge and problem faced by the teachers who are must implement the 2013 Curriculum which emphasize the communicative learning and ignore the grammar comprehension.(P6)

Note :

RKW	: Repeated Key Words	TB1	: Thesis Background 1
CP	: Consistent of Pronoun	TB2	: Thesis Background 2
TS	: Transition Signal	TB3	: Thesis Background 3
LO	: Logical Order	TB4	: Thesis Background 4
		TB5	: Thesis Background 5
		TB6	: Thesis Background 6

DOCUMENTATION



CURRICULUM VITAE



The researcher, Hikmaladewi was born in , Sinjai, 14th May 1994. She is the second child of 3 children, from lovely couple of her parents H.Mamma and Murni. She began her study at SDN 27 Tondong in 2000-2007. Then she joined in Junior High School at SMP Negeri 1 Sinjai Timur in 2007-2009. In the same year, she continued her study at SMA Negeri 1 Sinjai Timur, and graduated in 2013. She finished her study as Undergraduate Student at State University of Makassar in 2017 by the thesis title Then, in 2022, continued her study as Postgraduate Students in the same University and presented the thesis title *“Discourse Analysis in Research Thesis Background Written by The Postgraduate Students of Unismuh Makassar”*.

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