

CHAPTER I INTRODUCTION

This chapter consists of several subchapters, namely the background of the study, research questions, objectives of the study, significance of the study, and the scope and limitation of the study. These subchapters are explained as they provide a general description of this study.

1.1 Background of the Study

Discourse analysis is a subfield of linguistics that studies the structure and organization of discourse. According to Paltridge (2022), discourse analysis examines language patterns in texts and explores how language relates to the social and cultural context in which it is used. In addition, discourse analysis also looks at how language reflects various world perspectives and different ways of looking at things. It explores the relationship between language and the situations in which it is used, and focuses on the description and analysis of communication, both spoken and written. Discourse analysis also analyzes how people organize what they say, from one idea to another, and how those ideas are connected into a meaningful discourse.

In the field of discourse analysis, text cohesion plays a vital role in effective writing. It ensures that a text forms a unified whole and is easily understood by its audience. When writers use cohesion effectively, they guide readers to follow the text's meaning smoothly. According to Halliday & Hasan (1976), cohesion is an essential part of a language system that helps connect different parts of a text, making it meaningful and unified. These connections allow readers to understand one part of the text by relating it to another.

One important way to create cohesion in a text is by using connecting words and phrases, known as cohesive devices (Halliday & Hasan, 1976). Komilovich (2019) also defines cohesive devices as terms or phrases used by readers as communication markers. Cohesive devices help readers better understand the text. They show readers how the different parts of the writing are connected (Albana et al., 2020). These tools help link different ideas together, making the text more unified and easier to follow. Halliday & Hasan (1976) classify five types of

cohesive devices: reference, substitution, ellipsis, conjunction, and lexical cohesion. Each of these plays a key role in ensuring that the text is coherent and easy to understand.

Conjunctions are words that connect ideas in a sentence or between sentences. They help the writer show how one idea relates to another. According to Halliday & Hasan (1976), there are four main types of conjunctions: additive (such as *and*), adversative (such as *but*), causal (such as *because*), and temporal (such as *then*). For example, in the sentence “I wanted to go, but it was raining,” the word ‘but’ shows a contrast between two ideas. Conjunctions play an important role in making a text cohesive because they guide the reader through the writer’s thoughts. They help the reader understand the relationship between sentences, which makes the text easier to read and follow.

The thesis is one of the most significant academic discourses at the university level. In order to earn a bachelor’s degree, students must complete a final academic project, which includes writing a thesis as a research paper (Kirana et al., 2020). The thesis consists of several chapters, with the introduction being the critical one. According to Fitriyah (2020), the introduction section is crucial because it explains the purpose of the research and why the author conducted the study. The introduction plays a key role in establishing the connections between the research and its broader context. Typically, the introduction contains five sub-sections: background of the study, research questions, objectives of the study, significance of the study, and scope and limitation of the study.

Writing a thesis involves following high standards of cohesion in academic writing (Ambon et al., 2022). Cohesion, in particular, is essential for creating a logical flow of ideas and ensuring clarity in the text (Alqasham et al., 2021). This is especially important in the introduction, which acts as the main gateway for readers to learn about the topic, research background, objectives, and problem statements in a clear and well-organized way. Cohesive devices such as conjunctions are essential for connecting ideas smoothly, helping readers follow the author’s line of reasoning without confusion. Students often encounter difficulties in building cohesion within their theses, particularly in ensuring that their arguments are clearly articulated (Karjono, 2020). The challenge of maintaining a

consistent flow of ideas can lead to weak argumentation and a lack of clarity. This is why the proper use of cohesive devices is so important, not only in the introduction but also throughout the entire thesis (Benjamin et al., 2014). By linking ideas effectively, these devices allow the researcher to guide the reader through the complex arguments of the research. Additionally, the introduction of a thesis is not only the starting point but also the foundation upon which the rest of the research is built (Jaya & Marto, 2019). The use of cohesive devices in this section ensures that the information is presented logically and cohesively, making it easier for readers to follow the author's thought process and understand the relevance of the study.

In addition to the importance of cohesion use in theses in general, undergraduates' theses of the English Study Program are interesting to be analyzed. This is because they demonstrate students' abilities in advanced academic writing, particularly in making critical and clear arguments. The undergraduates English Study Program are trained to analyze texts in depth, so the use of conjunctions in their theses reflects how they structure ideas well and make their writing easier to understand. Therefore, the analysis of these conjunctions is important because it helps us see how well students are able to connect ideas in academic texts. Since the introduction is an important section that underlies the whole thesis, studying the use of conjunctions in this section can provide insight into how undergraduates English Study Program build cohesion in their writing. The findings from this study can be used to help improve students' academic writing skills, so that they are better prepared for future final papers.

The investigation of the conjunctions in academic writing has been the primary focus of the research with variety of objects, as shown by the work of earlier researchers such as Shamalat & Ghani (2020), investigated the effect of using conjunctions as a cohesion tool on the quality of argumentative essay writing by EFL students in Jordan. They used mixed methods with writing analysis and interviews. The results showed a weak negative correlation between writing quality and frequency of conjunction use, indicating that frequent conjunction use does not improve writing quality. Next, a study conducted by Safitri (2022) examined the error of conjunction used by Universitas Trunodjoyo Madura students in their

Writing III Subject. This study aims to identify and analyze the categories of error and the contributing factors of error that occurred in writing text by students, using the theory by Dulay (1982) and Richards (1982). The researcher found 29 data and classified it into the categories of error: omission (5 data), addition (11 data), misinformation (11 data), and misordering (2 data). The researcher also found the contributing factor of error that occurred in the data: interlingual error (12 data), incomplete application of rules (5 data), false concept hypothesized (1 data), and ignorance of rules restriction (11 data). The researcher did not find any data that occurred of overgeneralization factor of error. In addition, Saragih & Rudianto (2024) analyzed the use of conjunctions in *Jimmy Fallon the Tonight show with Gigi Hadid*. This study aims to identify the types of conjunctions and their functions based on Halliday & Hasan (1976)'s theory. The results show that students use three types of conjunctions, additive (5), adversative (3), and causal (4). These conjunctions function to join comparable words, combine sentences with related contexts, and connect sentences in paragraphs.

Although previous studies have examined the use of conjunctions in academic writing, there has been limited study that specifically focuses on the use of conjunctions in final papers, such as the introduction sections of English Study Program students' theses. While the previous studies mainly discussed errors in the use of conjunctions, this study focuses on the types of conjunctions used and how they contribute to the cohesion of the text. In addition, this study uses a corpus as the source of data, allowing for a larger-scale analysis, whereas previous studies were based on smaller data samples. Therefore, the researcher conducts this study because it fills a gap that has been limited explained in previous studies. Moreover, this study is important because it is not only expanding the scope of conjunction studies in higher academic contexts, but also focus on how these devices contribute to the cohesion of thesis introduction sections. In addition, in the data collection technique, the researcher uses software namely *AntConc* to facilitate the researcher in finding data on four types of conjunctions (additive, adversative, causal, and temporal) and analyzing them using descriptive qualitative methods.

By understanding the types of conjunctions used in the introduction of students' theses and how they support cohesion, this study provides important

insights into how to improve the quality of academic writing among students, particularly in the English Study Program at Universitas Trunodjoyo Madura.

1.2 Research Question

The research questions in this study are as follows:

1. What are the types of conjunctions found in the selected introduction sections of undergraduate theses of the English Study Program?
2. How do these conjunctions contribute to the grammatical cohesion of the selected introduction sections of undergraduates' theses of the English Study Program?

1.3 Objectives of the Study

In line with the research questions, this study aims to achieve the following objectives:

1. To identify the types of conjunctions found in the selected introduction sections of undergraduates' theses of the English Study Program.
2. To analyze how the identified types of conjunctions contribute to the grammatical cohesion of the selected introduction sections of undergraduates' theses of the English Study Program.

1.4 Significance of the Study

It is expected that this study contributes to the development of linguistics, specifically discourse analysis, both theoretically and practically. Theoretically, it fills a gap in the literature by examining the use of cohesive devices in academic writing, particularly in the introduction sections of undergraduate theses. It provides a clearer understanding of how different types of conjunctions function to build cohesion in academic texts. Practically, this study offers guidance to students, including the researcher, on improving the cohesion of their academic writing. It highlights how conjunctions can be used effectively to structure arguments and make their theses clearer. Also, it helps lecturers in evaluating and guiding students to focus more on the proper use of conjunctions in academic writing, particularly final paper or thesis.

1.5 Scope and Limitation of the Study

The scope of this study focuses on the sub-field of discourse analysis, specifically grammatical cohesion by Halliday & Hasan (1976). This study focuses on the types of conjunctions and their contributions to the grammatical cohesion of the introduction sections of theses. While the limitation of this study is the selected undergraduates' theses of the English Study Program of Universitas Trunodjoyo Madura, particularly the introduction sections of 30 theses submitted between January 2024-January 2025. These 30 introduction sections were selected because the sample size is sufficient for examination (Dabamona et al., 2022). These theses were selected from two disciplines: 15 from the field of literature and 15 from the field of linguistics to ensure a variety of writing styles and various topics, and they were freshly submitted since the researcher proposed this study. Moreover, analyzing theses from this period can provide new contributions as these theses have not been widely studied before.