# AN ANALYSIS OF LINKING WORDS ON STUDENTS' THESIS OF THE 59th GRADUATION AT ENGLISH EDUCATION STUDY PROGRAM OF STKIP PGRI SUMATERA BARAT

**M. Khadafi, Armilia Riza, Sesmiyanti**
Program Studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat
muamardafi98@gmail.com

**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui kesalahan penggunaan dan variasi mahasiswa dalam menggunakan *Linking words* di skripsi mahasiswa wisudawan ke 59 program studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat. Jenis penelitian ini adalah penelitian kualitatif. Penelitian ini menggunakan instrumen *document analysis* untuk melihat kesalahan penggunaan dan variasi *Linking words*. Sumber data dalam penelitian ini adalah bab 4 pada bagian deskripsi data mahasiswa di skripsi wisudawan ke 59. Data yang dianalisis sebanyak 17 dokumen. Berdasarkan hasil analisa, penelitian menemukan 13 dokumen yang mengalami kesalahan penggunaan *Linking words*. Jenis *Linking words* yang mengalami kesalahan tersebut adalah *Time relationship (First, Second, Third,..Last)*, karena mahasiswa menggunakannya tidak secara berurutan. Lebih lanjut, dari 17 dokumen tersebut masih ada 2 dokumen yang menggunakan *Linking words* yang sama persis dalam satu paragraf, yaitu *(Next & Thus)*. Dengan demikian, hal ini menyebabkan masih ada mahasiswa yang tidak bervariasi dalam menggunakan *Linking words* di dalam skripsi.

*Kata Kunci: Skripsi, Linking Words*

## INTRODUCTION

Thesis is a formal writing which is used as a requirement of getting bachelor's degree for undergraduate students. In writing thesis, the students should be able to combine their knowledge and ability in understanding, analysing, describing and explaining the problem which relate to subject matter which they take. Furthermore, Thesis is defined as a small piece of research demonstrating a good command of the theme of the thesis, mastery of the research methods utilised and capability for academic written (Ylijoki, 2001). The students must have a lot of insight about the topic or theme that will be discussed in thesis Moreover, the students should write the thesis understandable and readable, so that the reader can easily catch important point from every sentence in the

thesis. The way of making make a good connection for every sentence on students' thesis, the students can use linking words.

Linking words play an important role in both language use and learning, especially in second language learning (Liu, 2016). In addition, linking words are linking device to connect each sentence in a paragraph or text. Furthermore, linking words/phrases are very useful devices for connecting ideas and, hence, for connecting sentences and paragraphs (Onwuegbuzie, 2016). In terms of linking words, most of undergraduate students are still confused to use it in writing a thesis. The researcher found 3 phenomena when to read the students' thesis at reading room of English Education Study Program. These 3 phenomena were misuse linking words, overuse linking words, and unused linking on some of paragraphs which were in chapter 4 of students' thesis. From those 3 phenomena, the researcher needed to limit the problem. In this research, the researcher focused to analyse "the misuse of linking words" in students thesis, only for

chapter 4 at students' data description. *Oxford Learner's Pocket Dictionary* states that misuse refers to" use something in the wrong way or the wrong purpose". The thesis which would be analysed by the researcher is the 59th graduation at English Education Study Program of STKIP PGRI Sumatera Barat. In order to conduct this research, the researcher investigated the students' misuse and the students' variety in using linking word on students' thesis of the 59th graduation at English Education Study Program of STKIP PGRI Sumatera Barat.

**RESEARCH METHOD**

In this research, the approach which used by the researcher is qualitative research, because the researcher wants to describe and analyse the phenomena which happened in this research. Qualitative research is the collection, analysis, and interpretation of nonnumerical data to obtain insights into a particular phenomenon of interest (Gay, Mills, & Airasian, 2012:7). The source of data in this research is the documents of the

students' thesis of the 59th graduation at English Education Study Program of STKIP PGRI Sumatera Barat. In choosing the source of data, the researcher used purposive sampling as the sampling technique. Purposive sampling, also can be said as judgment sampling, is the process of selecting a sample that is considered to be representative of a given population" (Gay et al., 2012:141). It can be said that not all the documents would be analysed by the researcher, but only a few of documents that would be selected as the representative by using purposive sampling. In Addition, the purposive sampling is usually conducted based on the researcher's purpose and the criterion. Criterion sampling is a variety on purposive sampling which the researcher sets the criterion and includes all cases that meet that criterion (Ary et al., 2010:431). In this case, the researcher provided 2 criteria to collect the sample. First, the students' thesis who had graduated on the range 3,5 – 4,5 years. Last, thesis was selected once based on the first advisor.

Actually, a number of documents were 51 theses. Then, the researcher limited them by using the criteria that have been stated above. First, the researcher limited those 51 theses based on the students who had graduated on the range 3,5 – 4,5 years, so the result was 29 theses. Last, from the 29 theses, the researcher selected the documents once based on the first advisor, so the result was 17 theses. In this research, the instrument that used by the researcher was document analysis. Furthermore, "document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material, it contains text (words) and images that have been recorded without a researcher's intervention" (Bowen, 2017). It could be said, the researcher used docement analysis that containts text (word) to conduct the investigation. The data of this research would be collected from Reading Room of English Education Study Program at STKIP PGRI Sumatera Barat. Before collecting the data, the researcher would ask

permission to the head of English Education Study Program by providing permission research letter. After getting permission from the head of English Education Study Program, the researcher would deliver the letter to the chief of Reading Room. In this case, Reading room was the place of students' thesis to be collected. When the researcher had been allowed to conduct the research by the chief of Reading room, the researcher would take the theses by using purposive sampling.

After collecting the data, the researcher used some steps to anlayse them. In this case, the researcher highlighted the steps proposed by (Gay et al., 2012:468) who state that there are 4 steps to analyse the data: they are (1) Reading/Memoing, (2) Decribing, (3) Classfying, and (4) Interpreting. In analyzing the data, the researcher was helped by indicators of linking words. It meant, this research has a guidance to analyse the data. The indicators of linking words are •)indicating additions, •)indicating comparison, contrast, or contradictions, •)indicating time relationship and logical division of ideas, •)indicating example, indicating cause and effect, and •)indicating conclusion (Mahendra & Dewi, 2017).

## FINDINGS AND DISCUSSIONS

The researcher had conducted the analysis related to students' misuse and students' variety in using linking words on the thesis. The finding of students' misuse revealed that from 17 documents that had been analysed, the researcher still found a lot of students got misuse in applying linking words in their thesis. Furthermore, from the indicators of linking words, the students mostly misused linking words "indicating time relationship and logical division of ideas", especially in ordinal number-form such as: (*first, second, third…last*), because the students did not use them sequentially. The researcher would present one of examples, as following below:

> *"....The researcher used types of hyperbole single-word, phrasal, clausal, Numerical, comparison,*

*the role of superlative and the last repetition. Based on the types above, the hyperbole __first__, single-word was the exaggerated content exclusively found in one word only in utterance or used single word in the sentence.*

*The __second__ phrasal, it was used combination that produces overall hyperbolic meaning in the sentence. The __third__ was clausal it was types of hyperbole by using clausal to exaggeration of the sentence. The __fourth__ was Numerical hyperbole, in this types was used numeric to express the exaggeration in the sentence, and __then__ comparison, it used comparison word to express hyperbole in the sentence. The __next__ was the role of superlative it used superlative word to express hyperbole in the sentence. The __last__ was repetition in this types used same word, phrase, clauses in one sentence to exaggeration of the sentence....”*

Based on analysis, the student was getting problem to use the linking words of indicating time relationship and logical division of ideas in ordinal number-form. In fact, the student should use linking words of indicating time relationship and in ordinal number-form chronologically. It means, if student uses (first, second, third,.. last) to indicate time relationship and logical division of ideas, the student should consistently use it, without mixing it with (then, next, after or before). The using of ordinal number-form for indiciating chronological order in writing should be consistence in order to create equal connector for chronological order.

The case above was most probably caused the students did not certainly understand how to use it in proper manner. Moreover, it could be happened due to the lack of linking words mastery by the students. In addition, the case could be happened because, the students did not know the use of linking words based on semantic properties. All these argue were supported by some experts. “The author argued that such misuse of the linking devices might be due to the fact that lists of non-equivalent linking devices were offered as equivalent alternatives to the student writers by textbooks and classroom

teaching practices" (Lei, 2012). It means that, the lists of linking words that students received did not fit as the meaning toward the textbooks and daily teaching practices. Likewise, one possible reason for the misuse might be the student writers' lack of register awareness when using the linking words in their academic writing (Chen as cited in Lei, 2012). That is to say, the less of students' understanding influence the misuse of linking words in their writing. Besides, "the students misused some linking linking words either because they did not understand the semantic properties of certain adverbials" (Lei, 2012). It could be said, the comprehension about the meaning for each of linking words was the most important thing before using the linking words.

The finding of studens' variety in using linking words on the thesis, the researcher still found the two students who did not vary the use of linking words in a paragraph. It could be seen that there were the same two linking words that existed in one paragraph. The researcher would present one of examples that

the student did not vary in using the linking words:

*"In selecting sample, the researcher used cluster sampling method. Based on normality and homogenity testing, the researcher chose IPA 3 class for this research. The reason of the researcher choose IPA 3 as a sample is because the significance of score in IPA 3 as grup C in SPSS program in normality testing is 0.29 in Kolmogrove-Smirnov and 0,16 in Shapiro-Wilk. The significance standard value α = 0,05. The analysis was when signficance was greater that α, the sample distribution was normal, and if less than α the sample distribution was not normal. So, the significance of IPA3 was normal and homogen because it was greater than α. **Thus**, from the IPA 3 the researcher found that 29 students that were the sample in this research. however, 2 students moved to other school. **Thus**, the sample of this research was 27 respondents. Meanwhile, in gathering the data, the researcher used two instruments. There were questionaire and the document score of the*

*result from students' final test."*

Based on the example above, the linking word ***thus*** happened twice in one paragraph. This case should be avoided by students in order to make the variety of using linking words. It would be better, if there were no the same linking words happened one paragraph. The researcher argue that the case was due to the students did not get more details about the explanation of linking words in their class. It could be said that their lecturer did not focus on teaching the use of linking words while discussing about the things related to the writing's materials. Surely, it could be the big impact towards the students' variety of using linking words, because they did not have a lot of linking words' mastery in their writing.

## CONCLUSION

The misuse of linking words in this research means the students who have applied the linking words on thesis inappropriate manner based on the function. The researcher provides a few of factors why the students often misuse in using linking words.

Commonly, the students mostly did not know how to use the linking words in proper manner. It was also the student did not understand the use of linking words based on the meaning itself, so it made them misuse of it. The students' variety in using linking words refer to the way of the students vary the use some types of linking words in different form without changing the function in thei thesis. The reason why the students did not vary to use the linking words is probably due to the lack of students' knowledge about a lot of types of linking words that made, so the researcher provided many example types of linking words in this research.

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