

**AN ANALYSIS OF THE STUDENTS' LINGUISTIC COMPETENCE IN  
WRITING INTRODUCTION FOR ACADEMIC ARTICLE AT BUNG  
HATTA UNIVERSITY GRADUATED IN FEBRUARY 2016**

**THESIS**



**BY**

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## ABSTRAK

**Amelia, Rahmatul. 2016. An analysis of the students linguistic competence in writing introduction of academic article at Bung Hatta University graduated in February 2016.**

Penelitian ini dilakukan untuk mendeskripsikan kemampuan berbahasa mahasiswa dalam menulis latar belakang artikel akademik. Masalahnya, banyak mahasiswa yang kurang mampu menggunakan bahasa sebagai media untuk menyampaikan ideanya sesuai dengan teori penulisan latar belakang artikel akademik. Untuk mengetahui sejauh mana kemampuan mahasiswa dalam menulis latar belakang ini dilakukanlah analisis *lexico- grammar*; dan *discourse semantics*. Metode yang digunakan adalah deskriptif dengan subjek penelitiannya artikel akademik mahasiswa Bahasa Inggris Universitas Bung Hatta lulusan Februari 2016, diambil 14 artikel secara acak dari 53 mahasiswa dengan instrument *coding sheet*. Dari analisis data *lexico- grammar* dan *discourse semantics*, pada “mood” penggunaan kalimat *declarative* cukup dominan, berarti penulis telah memberikan informasi. Pada sebagian sampel masih terdapat kalimat *imperative* yang terkesan memerintah. Pada analisis transitivity yang dominan adalah *relational process* diikuti *material process*, *mental process*, *verbal process*, *existential process*, dan *behavioral process* berarti urutannya telah sesuai dengan tahap penyampaian informasi pada latar belakang jurnal akademik. Dari analisis *theme* di temukan ketidakfokusan ide, sehingga sulit memahami pokok informasi. Penggunaan kalimat penghubung yang berlebihan dan kurang tepat membuat kalimatnya ambigu. Dengan demikian, kemampuan berbahasa mahasiswa jurusan Bahasa Inggris Universitas Bung Hatta lulusan Februari 2016 dalam menulis latar belakang artikel akademik belum seutuhnya memenuhi criteria.

## **ABSTRACT**

**Amelia, Rahmatul. 2016. An analysis of the students linguistic competence in writing introduction of academic article at Bung Hatta University graduated in February 2016.**

This study was designed to describe the students linguistic competence in writing introduction for academic article. In fact, many students are not capable in using a language to organize the idea as an introduction theory. To find out the students linguistic competence in writing introduction of academic article, the analysis of lexico- grammar and discourse semantics was done. This research used descriptive method. The subject of this research was the English department students at Bung Hatta University who graduated in February 2016. From the students article, 14 articles out of 53 articles were taken as a sample by using stratified random sampling technique. The instrument was coding sheet. From the analysis of lexico – grammar and discourse semantics, it is found that the students predominantly used declarative sentence, it means that the students have given the information although there were some imperative sentences which give a direct command to the reader. The analysis of transitivity shows that the information conveyed by the students is in the correct order of academic journal introduction writing. The analysis of theme in the students writing shows that the idea is not focused; one paragraph has some topics. So the topic being discussed is difficult to understand. Moreover, the use of many conjunction and inappropriate rules make the meanings ambiguous. Therefore, the students linguistic competence in writing introduction for academic article do not fulfill all criteria. It means that their competence is inadequate.

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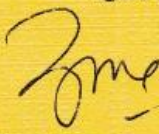
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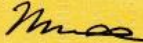
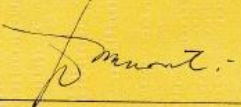

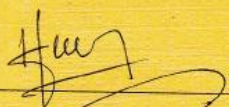

  
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Saya yang menyatakan,



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The researcher



## TABLE OF CONTENT

<b>ABSTRAK .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>PERSETUJUAN AKHIR THESIS .....</b>	<b>iii</b>
<b>PERSETUJUAN KOMISI UJIAN THESIS .....</b>	<b>iv</b>
<b>SURAT PERNYATAAN.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vi</b>
<b>TABLE OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>LIST OF FIGURES.....</b>	<b>xi</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>
<b>LIST OF ABBREVIATIONS .....</b>	<b>xiii</b>

### CHAPTER I. INTRODUCTION

A. Background of the Problem .....	1
B. Identification of the Problem .....	4
C. Focus of the research .....	4
D. Formulation of the Problem .....	5
E. Research Question .....	5
F. Purpose of the Research .....	5
G. Significance of the Research .....	6
H. Definition of the Key Terms .....	7

### CHAPTER II. REVIEW OF RELATED LITERATURE

A. Review of Related Theories .....	8
1. Concept of Writing .....	8
2. Concept of Academic Article Introduction .....	10

3. Linguistic Competence .....	13
1. Lexico-grammar .....	17
2. Discourse semantic .....	30
4. Linguistic competence of Academic Article Introduction .....	32
B. Review of Related Findings .....	34
C. Conceptual Framework .....	36

### **CHAPTER III. RESEARCH METHOD**

A. Type of the Research .....	38
B. Subject of the Research .....	38
C. Instrumentation of the Research .....	39
D. Technique of Data Collection .....	39
E. Technique of Data Analysis .....	40
F. Data Trustworthiness .....	41

### **CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION**

A. Data descriptions and Analysis .....	42
B. Discussions .....	60
C. Limitations of the Research .....	72

### **CHAPTER V. CONCLUSIONS AND SUGGESTIONS**

A. Conclusions .....	74
B. Implications .....	75
C. Suggestions .....	75

<b>BIBLIOGRAPHY .....</b>	<b>77</b>
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<b>APPENDICES .....</b>	<b>81</b>
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## LIST OF TABLES

Table 1. The boundaries of behavioral process .....	26
Table 2. Indicators of lexico-grammar and discourse semantics in students Introduction of academic article .....	33
Table 3. The occurrence of mood in students introduction of academic article.....	43
Table 4. The occurrence of process type in students introduction of academic article.....	47
Table 5. The occurrence of theme in students introduction of academic article.....	51
Table 6. The occurrence of process type in students introduction of academic article.....	55
Table 7. The occurrence of Mood and modality in students introduction of academic article.....	58
Table 8. The occurrence of theme in students introduction of academic article.....	59

## **LIST OF FIGURE**

Figure 1. Conceptual Framework .....	37
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## LIST OF APPENDICES

Appendix 1. Indicators of lexico-grammar and discourse semantics analysis	
In students introduction of academic article .....	81
Appendix 2. An analysis of students lexico-grammar.....	83
Appendix 3. The occurrence of mood in students introduction of	
academic article.....	150
Appendix 4. The occurrence of process type in students introduction of	
academic article.....	151
appendix 5. The occurrence of theme in students introduction of	
academic article.....	152
Appendix 6. The occurrence of Mood and modality in students introduction of	
academic article.....	153
Appendix 7. The introduction of academic article written by students	
At Bung Hatta University graduated in February 2016 .....	154
Appendix 8. Table distribution frequency of lexico-grammar analysis	
(students article, graduated in February 2016) .....	190



## **LIST OF ABBREVIATIONS**

F	: Finite
Ca	: Conjunctive adjunct
IT	: Interpersonal theme
Ma	: Modalization
Mu	: Modulation
S	: Subject
T	: Topical theme
Ta	: Textual adjunct

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Writing is considered as a highly demanding language skill. It is very important for students since they need to be able to communicate through written form. Besides, it will contribute to their knowledge development, improve their language skills, help them to express their ideas, and share their knowledge to the reader. That is why qualified writing is expected to meet certain standards. It must be carefully organized and written, and must allow no ambiguity and redundancy.

At university level, the students have written many kinds of writing. Essay and Paper likely become a live of the students. For students, the final writing task to get their degree at university is writing academic article.

Academic article is an article of the students research report that have been published. The reader is out of the institutional field. If the students academic article writing is not clear, it will affect to the researcher existence and the institutional existence.

In writing academic article, introduction is a crucial part since it draws the researcher ideas and interest to the entire study. The students ability to use a

language also can be seen in the introduction. So this section should be written systematically to reduce the ambiguity of the readers.

However, writing introduction for academic article is not easy to do. Problems on writing the introduction were found in almost of the students in the field. After reading some of the students introduction, it was found some lexical problems. There were some long sentences that have an ambiguous meaning, such as *“one of the most detailed definitions of pronunciation is that it is the key element of learning an oral skills in which how a language or a particular word or sounds is produced”*. The function of writing is to make a meaning, People use a language to negotiate a meaning each other. If the meaning is not clear, communication is failure. The students’ sentence can be simplified into *“pronunciation is the way how the language or particular words or sounds is produced”*, so the meaning of the sentence can be clear to understand. The students’ introduction also provided too much theory, but did not discuss in deep what their research going on. In addition, imperative sentence was also found in the students’ introduction. Imperative sentence is the sentence which gives a direct command to the reader. For example *“get your self to have a good comprehension”*. Based on the introduction theory, the introduction has a function to introduce the background information of the research proposed, where the writing of imperative sentence is not in appropriate ground.

The result of the students TOEFL test also shows that their language ability does not pass the basic criteria to be graduated at English Department. The data got from the PPBA Universitas Bung Hatta, most of the students who are graduated in February 2016 got a score between 420- 450, it has a meaning that their ability is on the pre- intermediate level. Although, some of students had a score between 459- 503 and it is showed that they have rich the intermediate level. But the result is not too gladdened, where all of the students' ability should be in the intermediate level.

Dealing with the phenomena in the field above, it is interesting to analyze the students' competence to use a language in writing introduction for academic journal at Bung Hatta University. For a while, the previous researcher is focused on the problems about text organization, grammatical errors, and the mechanic of the writing. Actually, the more problematic one is dealing with the meaning of the language used by the students in writing.

Based on Eggins (2004: 19), language use in written form can be analyzed through lexico-grammar analysis and discourse semantics analysis. Lexico-grammar analysis is an analysis of the lexicon (vocabulary) and grammatical use in the text as a way of creating new meanings. Besides discourse semantics analysis is indicate semantic relationship in the unfolding text in some particular context.

Considering the fact given above, this study analyzed the students linguistic competence in writing introduction for academic article at Bung Hatta University graduated in February 2016.

## **B. Identification of the problem**

From the background of the problem above, there are some problems found in the students introduction section of academic journal. The first problem is the students do not well understand the structure of introduction writing. The second problem is the students tend to express their idea in a sentence which has an ambiguous meaning. The last, the composition of the introduction is not effective, where some of the introduction have too much information.

## **C. Focus of the Research**

Based on the identification of the problem above, this research focused on the students linguistic competence in writing introduction for academic article at Bung Hatta University graduated in February 2016. The students linguistic competence was identified through lexico- grammar and discourse semantics proposed by Eggins (2004). The researcher focused on analyzing the students lexico- grammatical and discourse semantic in their introduction section.



#### **D. Formulation of the Problem**

Based on the research background, this study was conducted to answer the following question:” How is the linguistic competence of the students at Bung Hatta University graduated in February 2016 in writing introduction for academic article?”

#### **E. Research Questions**

Based on the formulation of the problem above, the research questions are stated as follows:

1. How is the lexico-grammar of the students at Bung Hatta University graduated in February 2016 in writing introduction for academic article?
2. How is the discourse semantics of the students at Bung Hatta University graduated in February 2016 in writing introduction for academic article?

#### **F. Purpose of the Research**

The purpose of this research are:

1. to find out the lexico- grammar competence of the students at bung Hatta University graduated in February 2016 in writing introduction for academic article.
2. to find out the discourse semantics competence of the students at Bung Hatta University graduated in February 2016 in writing introduction for academic article.

#### **G. Significance of the Research**

This study is expected to give contribution for the students at English Department, Bung Hatta University. The results are expected to give theoretical and practical contribution in writing introduction for academic article. Theoretically, this study is expected to give a contribution for further knowledge related to the lexico- grammar and discourse semantics as areas of linguistic competence in writing, specifically in writing introduction for academic article. Practically it is hoped that the result of this research give information for the students about their linguistic competence in writing introduction for academic journal. It is hoped that the research provide the students about the information how to improve their academic article writing. More over, this research is expected that the result of this research gives information to the next researchers about how to write a good introduction section linguistically, and it can be reference for the next researchers to conduct a further research.

## **H. Definition of the Key Terms**

The key terms in this research are:

1. Academic article: an article of the students research report that have been published.
2. Introduction section: Part of academic article which gives a background information about the research proposed.
3. Linguistic competence: The knowledge and ability of the students to use a language for writing in which related to lexico-grammar and discourse semantics competence.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

#### **A. CONCLUSIONS**

1. An analysis of lexico- grammar illustrates that the students have given the information as well as written text. Only some of the students used imperative sentence. The students also have planed rhetorical development, although there were some mistakes in using conjunctions.
2. In analysis of discourse semantics, there were some topics in one paragraph. So, the topic being discussed is difficult to understand. More over, the use of many conjunctions and inappropriate rules in the students writing made the meaning ambiguous. In term of text content, the information conveyed by the students is in the correct order of academic article writing.
3. Therefore, the students linguistic competence in writing introduction of academic article at Bung Hatta University graduated in February 2016 is not fulfill all criteria. It means that their competence is in adequate.

## **B. IMPLICATIONS**

Inadequate linguistic competence will affect to the students language activity:

1. If they want to continue their study into the higher level, it will be difficult for them to write scientific writing.
2. If they want to be a teacher, it will affect to their students achievement.

## **C. SUGGESTIONS**

In accordance with the research result, the writer wants to give some suggestions. It is recommended that:

1. The lecturers should integrate language and content in their planning because functional grammar provides a basis for predicting which linguistic features are likely arise within a particular context.
2. In producing written text the students should regard the topic they are talking, the social relationship with the readers and the channel communication of the text to create coherent and cohesive text.
3. The English language curriculum should have a lesson about functional linguistics because it provides knowledge about the theory of language and the context use.



4. The other researcher have to more work in systemic functional linguistics particularly on language teaching because analyzing text using systemic functional linguistics have expressed the usefulness for analysis of multiple genres.

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