

An Analysis of Reiteration in Research Paper Writing at The Sixth Semester of Muhammadiyah University of Bengkulu

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Abstract

This research entitled an analysis of reiteration in research paper writing at the sixth semester of Muhammadiyah University of Bengkulu. It analyzes reiteration on student's research paper using Halliday and Hasan's theory (1976). The aims of this analysis are: the first is to identify the types of reiteration used in the student's research paper, the second is to find out the most types of reiteration lexical cohesion found in the research paper. Qualitative method was used in conducting this project. In collecting the data, the reiteration in the research paper were identified and recorded in Microsoft word according to the types of reiteration. In analyzing the data, the types of reiteration in the research paper were analyzed based on the theory of Halliday and Hasan (1976). The results of the analysis showed that four types of repetition that used by students in their research paper, that are repetition, antonymy, synonymy and hyponymy. The most most reiteration was repetition (98,226 %). Meanwhile, the less most reiteration was antonymy (0.669%), synonymy (0,640 %) and hyponymy (0.005 %). From the analysis, it could be concluded that repetition is the most reiteration type used by students at the sixth semester, while hyponymy is the least reiteration type used. The use of reiteration lexical cohesion is important in some aspects of English. It helps the writer and readers to get more understanding of the point in argumentative research. Besides, it also helps readers and writers to solve the problem of new vocabularies.

Keywords: *analysis, reiteration, writing, qualitative research*

A. Introduction

Nowdays, writing is one of the activities needed in both academic journalism and other fields. Especially in the academic field, many students learn to be able to increase their creativity in their writing skills. So that those who write and read them will not feel bored or confused. Writing skills are one of the important points of the four language skills in English, namely Listening, Speaking, Reading and Writing. Writing is the delivery of language to communicates each other by text. Jaya, Sinarman (2022) say that the original words of something written in contrast to a summary or parapharase. According to Halliday and Hassan (1976:1) State that text is used in linguistics to refer to any passage, spoken or written of whatever length that does form a unified whole. In writing creativity is needed as words are varied, beautiful and also easily understood by readers. So that messages or information from the writing can be conveyed well.

Students can improve their English language skills by learning the use of reiteration lexical cohesion. According to *Oxford Advanced Learner's Dictionary*, reiteration means "to repeat something that you have already said, especially to emphasize it." Since reiteration is a part of lexical cohesion, the use of it is also important for improving students' English skills. The analysis of reiteration found in research paper writing at the sixth semester of Muhammadiyah University of Bengkulu is conduct to help some

students in learning the use of lexical cohesion, especially reiteration to improve their English skills such as writing ability. The writing class especially Scientific Writing in the English language education program of Muhammadiyah University of Bengkulu (UMB) can be taken at the sixth semester. Also research paper is kind of scientific writing which is one of writing subject in English education study program of Muhammadiyah University of Bengkulu.

The title *An Analysis of Reiteration In Research Paper Writing At The Sixth Semester of Muhammadiyah University of Bengkulu* is chosen for this project. The term reiteration lexical cohesion might be unfamiliar for non-linguistic students. Although the use of lexical cohesion is important in improving some English skills, not many students know about what lexical cohesion is. There are two types of lexical cohesion which are reiteration and collocation. This project is conducted to analyze the use of reiteration on Research Paper Writing At Sixth Semester of Muhammadiyah University of Bengkulu.

Below are the three major reasons why this analysis is chosen. The first reason in conducting this analysis is to show the use of lexical cohesion which could improve writing ability. According to Tanskanen (2006), because lexical cohesion especially reiteration gives the variety in making better sentences and it also helps the students to lead their readers to understand the ideas sent by the writers. Therefore, after learning how to use reiteration lexical cohesion and read a lot of text which consist reiteration, the result of the writing would be better. This research is expected to be able to encourage students in the writing class to be able to creative and use reiteration well.

In addition, students in the writing class are expected to be able to understand the types of reiteration used by students when writing argument or essay so that when using it the intent to be conveyed can be easy and interest so that it can be conveyed clearly. In line with writing problem above, the researcher had conducted preliminary at the sixth semester of Muhammadiyah University of Bengkulu. Based on the result of analysis, it was founded that the student's research paper in writing class especially the argumentative paper.

Because the term reiteration lexical cohesion might be for non-linguistic students and also not a lot of students studied it at Muhammadiyah University of Bengkulu, so the researcher was interested to study it. Based on the problems and explanation above, the researcher is interested to choose students as an object to analyze reiteration at writing Class to conduct this research at the sixth semester of English Education Program of Muhammadiyah University of Bengkulu.

There are several skills that must be mastered by student such as; speaking, reading, writing and listening. Writing is a very influential part of student in English Learning. Writing is a process of creativity in communicating ideas in paragraph. The results of the creativity of writing are also called the essay. In addition, writing is the author's attempt to achieve a specific goals.

According to Brown, "writing could be a thanks to find yourself thinking something you'll not have started off thinking. Writing is essentially conveying what's on the mind". Writing activities really require a variety of ideas in order to produce paragraphs that can be imagined by the reader. Before discussing reiteration, it is better to know the theory of lexical cohesion first. Cohesion is a semantic relation between an element in a text

and some other element that is crucial to the interpretation of it, Halliday and Hasan (1994, p. 8). Halliday in Curtis and Cam, said that the connection made between lexical components, words (rabbit), groups (the velveteen rabbit) and phrases (get up steam) is referred to lexical cohesion. Halliday and Hasan pointed out that reiteration is "the repetition of a lexical item, or the occurrence of a synonym of some kind, in the context of reference; that is, where the two occurrences have the same referent." Reiteration in lexical cohesion consists of repetition, synonymy, antonymy, hyponymy, and meronymy.

According to Tanskanen (2006) the function of reiteration is "reiterating the previous item, either in an identical or somewhat modified form and this is the basis for the creation of a cohesive tie between the items. Often the tie is strengthened by the fact that the items are co-referential." So reiteration is a type combination of word choices that involves repetition of meaning. It means that reiteration is a part of lexical cohesion which is very important in making a text.

B. Research Methodology

In this study, there will two steps in conducting this analysis. The analysis focused on analyzing reiteration in research paper. The first step to do will identifying the reiteration found in the research paper and the next step will analyzing the types of reiteration found in the research paper of the students will wrote.

The design of this research is descriptive qualitative. According to Creswell and Creswell (2017) that "a qualitative method is a method with an understanding of the analyzed process based on the implementation of different procedures from investigations related to social or human issues". And also Moleong (as cited in Agustina, 2015) mentioned "a qualitative research is type of research which does not include any calculation or enumeration because the data are produced in the form of words." Because most of the data in this analysis in the form of text, it was appropriate to use qualitative method. Moreover, the qualitative method was used to find out the reiteration in the research paper and also to analyze the types of the reiteration that were found.

Groups of subject that is determined by the researchers to be studied namely population. Ary, et Al (2010:148) said that the meaning of population is all members of any well-defined class of people, events, or objects. The population in this research is consist 37 students in the sixth semester of the English Education Program of Muhammadiyah University of Bengkulu.

The researcher take 37 sample same with population from all of student in writing class at sixth semester of English Education Program of Muhammadiyah University of Bengkulu. According to Arikunto (2012:104), stated that if the population is less than 100 people, then the total sample is taken as a whole, but if the population is more than 100 people, it can take 10-15% or 20-25% of the total population. Considering in this study the population is less than 100, then the total population is taken as a whole as sample.

Instrument is one of the significant function in conducting the research. According to Arikunto (2006:126) instrument is the researchers device which use to collect the data of research. So, there are the instrument that using in this research

Documentation is the investigation, collection, control, preservation, preparation, use and supply of document to obtain knowledge and

evidence about something. According to Sugiono (2008: 240) documentation is the note records of event on the past time. Documentation can be like a writing, posture, or monumental work by human. The researcher choose instrument, extensive writing is responsive writing over the course of an entire essay or research paper. So, the instrument that using in this research by writing test make an argumentative paper.

In this case, the researcher will mark out the word related to the characteristics of types reiteration which are proposed by the Halliday and Hasan theory base on table of analysis. And also, to identify reiteration using table of analysis and platform Microsoft Word by laptop.

C. Findings

Researcher determined the subject of research is students in the writing class as many as 37 students who delivered material in the writing class. Type of reiteration in student's argumentative research paper at the sixth semester of Muhammadiyah University of Bengkulu. In this section, the researcher found several types of reiteration used by students when writing argumentative paper in writing class. The following is the type of reiteration used by students of the English class writing education program at Muhammadiyah Bengkulu University.

The following is a table of data analysis regarding the types of reiteration found by researchers from argumentative paper of writing students of the English Education study program, Muhammadiyah University of Bengkulu:

Types of Reiteration

Student's Research paper	Repetition	Antonymy	Synonymy	Hyponymy	Meronymy
1	109				
2	84				
3	71		2		
4	98			2	
5	99				
6	60	2	2		
7	92			2	
8	110				
9	77	2	2		
10	86			2	
11	97				
12	79				
13	82	2	2		
14	98			2	
15	76				
16	78	2	2		
17	112				
18	80				
19	79	2	2		
20	94			2	
21	111				
22	67	2	2		
23	116				

24	89				
25	70	2	2		
26	95			2	
27	114				
28	76	2	2		
29	117				
30	83				
31	79	2	2		
32	99			2	
33	111				
34	88				
35	70	3	2		
36	123			2	
37	109				
Total	3378	23	22	16	-

From the table above, it can be seen that there are 3378 reiteration data in 37 argumentative research paper of students in the writing class in the English education study program Muhammadiyah University of Bengkulu. Whole of 5 types reiteration were used by halliday and hasan in argumentative paper in English Education Program at Muhammadiyah University of Bengkulu. There are 3378 data types of repetition , 23 data types of Antonymy, 22 data types of synonymy , 16 data of Hyponymy.

The most frequent type of reiteration english students' research paper at the sixth semester of Muhammadiyah University of Bengkulu

No	Type of Reiteration	Frequency	Percentage (%)
1	Repetition	3378	98,226
2	Antonymy	23	0,669
3	Synonym	22	0,640
4	Hyponymy	16	0,005
5	Meronymy	-	0
Total		3439	100

From the table above, it is known that there were four types of repetition that used by students in their research paper, that are repetition, antonymy, synonymy and hyponymy. The most reiteration was repetition (98,226 %). Meanwhile, the less most reiteration was antonymy (0.669%), synonymy (0,640 %) and hyponymy (0.005 %).

D. Discussion

We did the research on sixt semester student of english study program Muhammadiyah University of Bengkulu, there are 37 students in that class with different level of ability on speaking skill. The researcher took 8 students as a sample of the research, we choose them randomly. Before do the research the researcher ask the student first about their diiculties on speaking in front of the class. Then, we give the student a short story with title cinderella, after that the student read the short story to get the main point of the short story, after they get the point they make a paraphrase about the short story with their own language.

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Five types of reiteration lexical cohesion in the student's research paper have been analyzed and it turned out that the most reiteration type used is repetition, while the least are hyponymy and meronymy.

Based on the analyzed result, each percentage of the most frequent type of reiteration founded in the students' writing skill of the sixt semester at Muhammadiyah University of Bengkulu, The percentage of repetition is 98,226 % consisting of synonymous repetition, epiphora, and root repetitions. The percentage of antonymy is 0.669%. The percentage of synonymy is 0.640%. The percentage of hyponymy is 0.005%. Therefore, the most frequent type of reiteration founded in the students' writing skill of the sixt semester at Muhammadiyah University of Bengkulu is repetition, particularly in the types of synonymous repetition, root repetition and epiphora.

E. Conclusion and Suggestion

Based on the results and discussion which have been discussed in the previous chapter, the researcher would like to conclude that: there are five discourse markers used by the students in their introduction section especially in background theses, namely: *Repetition, synonymy, antonymy and hyponymy*. From the analysis it could be concluded that the four types of reiteration lexical cohesion was found in the student's argumentative research paper. The most common reiteration type that is used by the writer is repetition followed by, antonymy, synonymy and hyponymy. Therefore, the most frequent type of reiteration founded in the students' writing skill of the sixt semester at Muhammadiyah University of Bengkulu is repetition, particularly in the types of synonymous repetition, root repetition and epiphora.

With this research the lecturer can used this result as a guide for learning materials for students related about reiteration and function in learning. The

researcher suggested to make the research by linking reiteration with function or the future research can conduct the research in writing skill especially about repetition. Also, they could analyze the used of reiteration on several text types in literacy.

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