

# CHAPTER I

## INTRODUCTION

This chapter presents an introduction to the study and some basic reasons that inspired the analysis of cohesion. It also incorporates some statements of the problems, purposes of this study, research methods, and significance of the study. At the end of this chapter, organization of the thesis is presented.

### 1.1 Background of the Study

People nowadays are demanded to understand, to read and to create coherent texts. In order to achieve a coherent interpretation of the texts, the readers must be able to interpret the semantic relations in the texts. Therefore, Thompson (1994) claimed that the writers are mainly responsible for making these semantic relations comprehensible to the readers. In other words, it is necessary for a writer to master the concepts of written texts and the use of semantic relations through grasp of their linguistic functions such as theme, rheme, and lexico-grammatical cohesion.

Therefore this study would analyze the use of semantic relations lexico-grammatical cohesion as one of the linguistic functions. It will focus on the analysis of cohesion by identifying the cohesive devices that are employed in texts, and analyzing the level of cohesiveness of the text.

Cohesion, according to Halliday and Hasan (1976), is the grammatical and lexical relationship within a text or sentence. Cohesion can be defined as the links

that hold a text together and give the text a meaning. Cohesive devices clarify for readers the relationships among ideas in a piece of writing (Kilborn and Kriei 1999). In *Cohesion in English*, Halliday and Hasan (1976:4) classified cohesion into: (1) grammatical cohesive devices, which are reference, substitution, and ellipsis; (2) conjunctive relation; and (3) lexical cohesive devices, which are in the form of repetition, synonymy, antonymy.

According to Eggins (1994: 88), if cohesive tie is not identifiable, it will prevent the elements in the paragraph from hanging together internally as a piece of language. The most important function of cohesive ties may simply be the reduction of the links afforded the reader (Essem Educational Limited 2007). In other words, if a text is cohesive, it will link sentence to sentence and paragraph to paragraph. Beaugrande (De Beaugrande and Dressler:1981) also stated that cohesion is one of the criteria that have to be used to qualify a discourse. The other criterion is coherence.

Cohesion normally refers to how the text is related or tied together whereas coherence refers to how the clauses or sentence relate to the context (Essem Educational Limited 2007). Thus, cohesion and coherence are terms in discourse analysis to describe and qualify the properties of written texts.

The interest in the study of the relations between sentences in a text is relatively new in the study of English. It was Fries (Shibayama: 1980) who discussed sequence signals of English sentences for the first time, then followed by Quirk (1972) and Hasan (1976). They developed the study a little further in the study of sentence connection.

The study of sentence connection has made great progress in Hasan when he discovered cohesion's term. The study of cohesion in discourse analysis has forwardly developed since the publication of *Cohesion in English* by Halliday and Hasan (1976) (Zhou 2007). Some of the studies have investigated cohesion of either scientific or non-scientific texts. Research to date has examined cohesion in textbooks, novels, and articles. For example, Wanyama (2006) analyzed cohesion in the novels of Alex La Guma, and combined the analysis with Bakhtin's compelling theory of novelistic discourse. Parvaz (2006) analyzed the effect of text cohesion on reading comprehension. Crane (2000) analyzed texture in news article by using cohesion. Utomo (2008) analyzed the cohesion of reading passages used in English textbooks of Senior High School.

Using three articles of Chaedar Alwasilah as a basis, the textual aspect of meaning through cohesion will be analyzed. As one of the figures in English education, Alwasilah has written more than 20 textbooks and 300 articles about language, education and culture (see Alwasilah & Alwasilah, 2005: 234), some of which were published in several mass media.

As a figure that also concerns on teaching writing in classroom practices, Alwasilah stresses the importance of collaborative writing where the teaching would be effective if there is corrective feedback between writer and reader. The analysis of cohesion in his articles would be helpful as corrective feedback in teaching writing that the understanding of the employment of cohesive devices is able to assist students in improving their writing skill.

The chosen articles of Alwasilah were published in *The Jakarta Post* during period 1997-2000. It was found that the texts of the articles were arranged in a reasonable way and created coherently that makes the texts are easy to understand. Being interested in knowing this phenomenon of the cohesiveness in the texts, this study would analyze cohesion of Alwasilah's articles in order to see his works that constitute a strong cohesive.

## **1.2 Purposes of the Study**

Based on the background above, this study was trying to acquire a deep description of cohesion in Alwasilah's articles. It aims to:

- a. Identify the cohesive devices employed within paragraphs of Alwasilah's articles.
- b. Identify the cohesive devices employed inter-paragraphs of Alwasilah's articles.
- c. Investigate the impact of the use of the devices on cohesiveness of the articles of Alwasilah.

## **1.3 Research Methods**

The qualitative method was applied in order to identify the cohesiveness of Alwasilah's articles published in *The Jakarta Post*. The data were three of his articles that had been reprinted in his anthology "Language, Culture, and Education: A Portrait of Contemporary Indonesia" (2007). There are three opinion

articles that are analyzed in this study, which are taken from 1997-1999 year of publication.

In this research, the data was analyzed based on Halliday's (1978) theory of systemic functional grammar, Haliday and Hasan's (1976) theory of cohesion, and Eggins' (1994) terms of interpretation of the cohesive devices. Generally, the data was analyzed qualitatively through the following phase: identifying the data, categorizing the data, and interpreting the data.

#### **1.4 Significance of the Study**

The results of this study will be of great contributions to the following aspects. First, the aspect of theoretical basis for writing text in English, it emphasized the importance of the understanding in creating coherent and cohesive texts. The findings of this study could be helpful as feedback for improving the practices of writing especially in making the meaning of semantic relations transparent to the readers, and as a guide for writers especially the beginners in understanding and creating coherent written text. Furthermore, it is expected to infuse all writers with an awareness of the potential effects of the use of cohesion since the use of English language properly is able to improve the accuracy of writing scientific or non-scientific text effectively and cohesively.

Second, the aspect of teaching writing in classroom practices. It suggests that teaching writing should put some emphasis on the employment of cohesive devices in discourse, either spoken or written texts. The understanding of this employment is able to assist the students in improving their writing skill.

## **1.5 Organization of the Thesis**

This thesis consists of six chapters. Chapter one introduces the present study, which explains the overall picture of the study, the background, the research problems, the research purposes, the research methods, and significance of the study. Chapter two presents the review of related literature or theoretical foundation, focusing on cohesion theories. Chapter three elaborates methods of the research, including statements of the research problems, the design, the data collection, and methods of the data analysis. Chapter four reports the data analysis that focuses on some findings and discussion. Chapter five concludes the present study and offers some recommendations for further study.

