

**A STUDY ON COHESION IN THREE ARTICLES OF
ALWASILAH**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the
Master Degree in English Education**



By:

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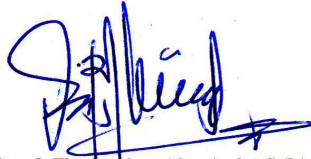
**ENGLISH DEPARTMENT
SCHOOL OF POSTGRADUATE STUDIES
INDONESIA UNIVERSITY OF EDUCATION
2009**

APPROVAL PAGE

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DECLARATION

I certify that this thesis, “Cohesion in the Articles of Alwasilah”, is completely my own work; and that it does not incorporate without acknowledgement any material previously submitted for a degree of diploma in any university; and that, to the best of my knowledge and belief, it does not contain any material previously published or written by another person except where due reference is made in the text.

Bandung, August 2009

Dila Agustini



ACKNOWLEDGEMENT

There are several people who deserve a lot of credit for their invaluable contributions to the realization of this study. First and foremost, my deeply grateful goes to my supervisors, Prof. E. Aminuddin Aziz, M.A., Ph.D and Iwa Lukmana, M.A., Ph.D for their generous and constructive guidance, enormous time commitment, great encouragement, and incredible patience throughout the process. Their helpful feedback at every stage of this study revealed their extensive knowledge in the field of linguistics and qualitative research. I could never be able to finish this thesis without your intense guidance, support and encouragement that have elevated the quality of this thesis. It has been a great privilege and pleasure work under the guidance of both supervisors, which made me experience new things.

I would also like to thank to Emi Emilia, M.Ed., Ph.D., the chairperson of English Department, and all the lecturers of this department whose advices, expertise, insightful comments, and supports that were instrumental to the success of this thesis.

My appreciation also goes to the examiners: Emi Emilia, M.Ed, Ph.D. and Dr. Rd. Safrina Noorman, MA. whose invaluable comments and suggestions have not only significantly improved the study but also provided considerable insight for my future research.

I wish to thank to the Direktorat Jenderal Pendidikan Tinggi (DIRJEN DIKTI) Kepulauan Riau Province and the Government of Karimun District that have provided funding and supports for my study-I'm so honored to be given the chance

for the scholarship-without them, I would never be able to study in Indonesia University of Education, Bandung. My deeply thanks also go to my principle of SMPN 2 Karimun, R. Hernayati, for her invaluable understanding and supports.

I would also like to express my profound appreciation to all my colleagues of Regular Class '06, S2 Depag students, Harni, and Piesesha who provided me with invaluable supports and encouragement throughout the process of this study.

My intact gratitude would be for my limited edition angel and beloved husband, Engkun Ayatullah Shiddiq who will always be my lover, friend, consultant and Guru in my life. Many thanks for your endless supports of emotional, material, and moral. My smart and astonishing children, Rara and Azka, thanks for your endurance and love; Umi loves you all so much.

My heartfelt thanks also go to my parents, Mamak-Bapak in Karimun and Emih-Apa' (alm.) in Pandeglang; it has been a great blessing for me to be your daughter. Thanks for the wisdom, foresight, and night praying. I'd also like to thank every member of my family for believing in me and giving me all the supports I needed.

ABSTRACT

This study is an analysis of cohesion in published texts written by Alwasilah. The texts are taken from his anthology “Language, Culture, and Education: A Portrait of Contemporary Indonesia” (2007). The analysis aims to see the writer’s consistency in the use of cohesive devices throughout his works.

This study employed mainly a qualitative method and involved three texts of Alwasilah that were randomly chosen. Halliday and Hasan’ theory of cohesion (1976) and Eggins’ analytical strategies are used to reveal the cohesive devices that occur in the texts. There are four principles of cohesion that are analyzed in this study; they are reference, lexical relation, ellipsis or substitution, and conjunction.

This study exposes three main findings. First, cohesive devices that were employed within paragraphs are reference, lexical relation, conjunction, and ellipsis. There is no employment of substitution in the texts. Reference is the most prevalent device in all of the texts, with 683 occurrences (63%). This indicates that the writer tries to keep track of participants of the texts in facilitating the reading (Hoover 1997 as cited on Essem Educational Limited 2007). Second, cohesive devices that were employed inter-paragraphs are reference, lexical relation, conjunction, and ellipsis. There is no employment of substitution in the texts. Lexical relation is the most prevalent device inter-paragraphs, with 300 occurrences (60%). This indicates that the writer tries to keep track of topics of the texts for making texts hang together experientially (Halliday and Hasan 1976:288). Third, mostly, these texts cohesively have a clear focus, with only a couple major participants’ chains developed in each text (Eggins 1994:321), except Text #3 with four major participants. With regard to the texture of the analyzed texts (Halliday and Hasan 1976:297), Alwasilah appears to have a periodic rhythm in writing his articles, which extends a dense cluster of cohesive ties within the paragraphs and leaves the texture inter-paragraphs relatively loose. Finally, among the three texts, Text #1 is the most cohesive texts, “Resurrecting Literature in Schools”, where 94% of the devices are anaphorically interpreted, and only 6% are exophorically interpreted. Thus, it is more intelligible to the readers than the other texts. The second place is Text #3, where 88% of the devices are anaphorically interpreted, and 12% are exophorically interpreted. The last is Text #2 “Lament for Minor Languages”, where 84% of the devices are anaphorically interpreted, and 16% are exophorically interpreted.

Based on the main findings above, it can be concluded that all the articles of Alwasilah that were analyzed are cohesive where most cohesive ties in the texts are identifiable, except for the substitution. Without the ties, sentences or utterances would seem to lack any type of relationship to each other and might not be considered a text (Halliday and Hasan 1976:4). Therefore, much of the relevant information the readers might need is contained within the texts and thus, they are relatively easy to read.

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