

CHAPTER I

INTRODUCTION

First chapter discusses the introduction session that covers background formulation of the problem, purpose of the study, significance of the study. Scope and limitation of study.

1.1 Background of the Study

Cohesion is the relationship between an element to another element in discourse or text. According to Halliday & Hasan (1976:27), “Cohesion is a potential for relating one element in the text to another, wherever they are and without any implication that everything in the text has some part in it”. Cohesion means “unity”, it is unity of the discourse or text. Halliday & Hasan (1976:1) state “If a speaker of English hears or reads a passage of the language which is more than one sentence in length, he can normally decide without difficulty whether it forms a unified whole or is just a collection of unrelated sentences”. The unified whole text means there is cohesion in it because in one sentence and the other one has relation meaning, while a collection of unrelated sentence has no cohesion in that text.

According to Halliday and Hasan (1976:5), cohesion is a part of the system of a language. It is the connection which exists between elements in the text where the interpretation of the elements is dependent on that another. All the functions that are applied to create relationship between surface elements are categorized as cohesion. Cohesion, which is used to combine the sentence, consists of lexical and grammatical cohesion. It is the formal links that mark various type of inter-clause

and inter-sentence relationship within discourse. Grammatical cohesion is a combination of terms between sentences that form grammatical aspect and it consists of reference, substitution, ellipsis and conjunction. Whereas lexical cohesion, as stated by Nunan (1993: 28), is a combination of terms between sentences that form lexical components and it can be divided into two types. There are reiterations which consist of repetition, synonym, antonym, and metonym, and then collocation.

Cohesion has an important role in writing. It can be in the word, sentence, paragraph, or in the whole text levels. The word level means in one sentence there is one or more cohesive devices. For example “I and you go to campus”. There two types of cohesive devices in that sentence, I and you as personal reference, and as additive conjunction. The sentence level means there is relation between two or more sentences. For example “Sasa eats the rice. She eats with her family in the kitchen”. She and her in the second sentence refers back to Sasa in the first sentence. Cohesion is the tool in making the relation between the sentences. By using cohesive devices the whole text can stick together, both in lexical and grammatical cohesive devices. Hoey (1996:3) states that cohesion is “the way certain words or grammatical features of a sentence can connect that sentence to its predecessors and successors in a text”. It means that cohesion is an element to make a sentence has a connection meaning to another sentences.

Writing is one of the most important skills in teaching English. It is the second productive skill besides to speaking. Through communication, developing the writing skill is thought to be highly complex in each aspect that leads to the some trouble to students. Most of the time, students complain about their problems.

One of these problems is about arranging their ideas logically. What makes writing clear for them is the fact that for good range of writing, the students must have cohesion and cohesive devices in their production of writing; those concepts are necessary to manipulate sentence level by using connectors to build a clear and strong paragraph. In order to receive that, the students must have the ability of arranging ideas by being more aware of use cohesive devices to produce well connected paragraph.

Furthermore, cohesion refers to the linguistic features which help make a sequence of sentences a text. It occurs in a text through the use of devices that link across sentences. According to Connor (1984), it is defined as the use of explicit cohesive devices that signals relations among sentences and parts of text. On the other hand, analysis of cohesion provides a useful measure of the effectiveness and quality of written text. Actually, this is one reason why the writer is interested in studying cohesive devices.

1.2. Research Questions

Based on the issue above, the identification problems of this research can be formulated as follows:

1. What are cohesive devices found in students' short stories?
2. How are the cohesive devices used by student in their short story writing?

1.3. Objective of The Research

1. to identify the use and the functions of
2. to identify the use and the functions of cohesive devices which are used in student short stories.

1.4. Significance of study

The result of this study is expected to give both contributions, especially in discourse analysis area. The result of this study can empirically show to the readers that cohesive devices are not only found in the formal text, but also non formal text like short story writing. This research specifically exhibit how the types and the functions of grammatical and lexical cohesions in the story. It is also expected to be reference for the next researchers in this area.

1.5. Scope and Limitation of The Study

In sub chapter, the scope of this study is discourse and grammar, which focuses on cohesion devices of short story writing in Senior High School of Al Anwar. This study limits its discussion in grammatical cohesion and lexical cohesion.