CHAPTER I
INTRODUCTION

This chapter discusses some topics; they are background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms. Each topic would be elaborated as follows.

1.1 The Background of the Study

Writing is the way a writer communicates with readers. Writing will mean nothing if there is no reader since they are the main target of the writing composed. Bazerman (1985: 3) says, “Without other people to share our thoughts and experiences, to be affected and influenced, we would have little reason to write”. It means that a writer would write because the writer believes that there are readers who would read the writing. For that reason, a good writer will always keep their writing easy to read and understand.

One of the ways that a writer should do to communicate their writing well and easily with the readers is by creating the cohesion of writing. According to Halliday and Hasan (1976: 4), “The concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text”. Besides, Parrott (2002) adds that these relationships are commonly signaled by the cohesive devices. Therefore, it can be concluded that cohesive devices build the relations of meaning within the text so that the cohesion of the text can be produced.

Halliday and Hasan (1976) classified cohesive devices into two types. First is grammatical cohesive devices consisting of reference, substitution, ellipsis, and
conjunction. Second is lexical cohesive devices consisting of reiteration and collocation. One of the examples of the use of cohesive devices could also be found in lyrics of songs. This example has been supported by Tursini’s (2003) research on the use of cohesive devices in the lyrics of Britney Spears’ songs and Sugiarti’s (2005) research on the use of reference of grammatical cohesive devices in the lyrics of Creed’s songs.

Besides, the cohesive devices can be applied in thesis because thesis is a written form. According to Tanjung and Ardial (2010), thesis is one of the requirements to finish the program of study and written by university students who take bachelor program and other programs. Since thesis is a written form, thesis can be categorized as a text. Halliday and Hasan explained, “A text may be spoken or written, prose or verse, dialogue or monologue” (1976: 1). Hence, in writing thesis, cohesive devices are used to build the relations of meaning in it so that the cohesion of writing can be shaped.


Based on the explanations above, the researcher considers analyzing the use of cohesive devices in English Department students’ thesis at University of
Muhammadiyah Malang. It is because the use of cohesive devices in thesis is useful to shape the cohesion of writing in thesis. Besides, the inappropriateness on the use of cohesive devices is found in the students’ theses as in the following example:

*Communication does come natural to us. So we have little think about calling someone on the phone or sending an e-mail just to ask them how they are doing.* (The devices “them” and “they” are inappropriate to refer to the word “someone”.)

(Khotimah, 2011: 2)

Therefore, it is important to learn more about cohesive devices in the theses and determine their inappropriate uses so that from the findings, the researcher can give useful suggestions to English Department students, English Department teachers, and thesis advisors. By conducting research on the use of cohesive devices, it expectedly gives useful contribution for anyone who wants to learn more about cohesive devices in language.

1.2 The Statement of the Problem

Based on the background of the study, the research questions are elaborated as follows:

1. What types of cohesive devices are used in English Department students’ theses?

2. Are the types of cohesive devices proposed by Halliday and Hasan used appropriately in English Department students’ theses?
1.3 The Purpose of the Study

Referring to the statement of the problems, this study aims to find out the types of cohesive devices used in English Department students’ theses and whether the types of cohesive devices proposed by Halliday and Hasan are used appropriately in English Department students’ theses.

1.4 The Significance of the Study

The result of this study is intended to provide useful information. First is for EFL learners. By reading the findings, they are expected to learn more about the use of cohesive devices. Then, expectedly they are able to apply cohesive devices appropriately in their text. Second is for EFL teachers. The findings are supposed to give suggestion to the EFL teachers to increase the amount of giving material about cohesive devices and may ask their students to read thesis more for improving the students’ knowledge especially in learning cohesive devices. Third is for future researchers. The future researchers may use the findings as reference for their research. Last of all is for everyone who wants to expand their knowledge in cohesive devices. They may learn cohesive devices through reading the findings of this study.

1.5 The Scope and Limitation

The researcher focuses his study on analyzing background of the study in Chapter 1 of thesis since the researcher considers that background of study is the initial and important step when students write their theses, and the use of cohesive devices are used in it. Besides, analyzing all parts in the theses would take too much
time. The limitation of this study is merely theses written by the English Department students of UMM in 2011. It is due to the limitation of time for the researcher to analyze all English Department theses in every period.

1.6 The Definition of Key Terms

To make the concepts clearer and more understandable, the definition of key terms is provided as follows:

Thesis: One of requirements to finish the program of study and it is written by university students who merely take bachelor program (adapted from Tanjung and Ardial, 2010).

Cohesive Devices: A set of devices in form of words or phrases used to build the relationship of meanings within the text and it includes grammatical cohesive devises and lexical cohesive devices (adapted from Halliday & Hasan, 1976).