

## **Chapter 1**

### **Introduction**

#### **Background of the Study**

The essential features of a well-written text are the coherence or unity and connectedness, making the individual sentences in the text 'hang' together and relate to one another. To write the unity or the connectedness of sentences in a text, writers must employ cohesion to join ideas between sentences to create texture. It means sentences need to be connected to each other; thus, unrelated sentences will be difficult or impossible for the reader to understand the sequence. Taboado (2004:156-157) points out that any unit which is structured hangs together so as to form a text. They believe that all grammatical units; such as sentences, clauses, groups, words are internally cohesive simply because they are structured. It means all sentences in a text must relate to and hold up the main point of the paragraph, thus, it is related to the concept of cohesion. In other words, any unit that is structured is cohesive itself.

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The term of text actually refers to any passage, spoken or written, of whatever length, that does form a unified whole and is best regarded as a semantic unit. A text has linguistic features which can be identified as contributing to its total unity and giving it texture (Halliday and Hasan in Alarcon & Morales, 2011: 113). Texture is provided by cohesive relation that exists between cohesive items. Cohesion distinguishes texts from non-texts and enables readers or listeners to establish relevance between what was said, is being said, and will be said, through the appropriate use of the necessary lexical and grammatical cohesive devices. Cohesion occurs when the semantic interpretation of some linguistic element in the discourse depends on one another. Alarcon & Morales 2011: 114) point out that cohesion is the foundation upon which the edifice of coherence is built and it is an essential feature of a text if it is judged to be coherent. It is important both to the reader in constructing the meaning from a text and to the writer in creating a text that can be easily comprehended.

A written text is said to be coherent when a reader understands the function of each succeeding unit of text in the development of its overall or global meaning (Alarcon & Morales, 2011: 115). However, to understand the importance of cohesive devices as grammatical and lexical structures, it is

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also highly important to consider their contribution in the meaning-making process of the text.

The concept of coherence also is introduced by Halliday and Hasan (1976: 2) who identify how sentences are linked in a text. For them, the various parts of a paragraph are connected together by cohesive ties where a text has texture, and this is what distinguishes it from something that is not a text. It derives this texture from the fact that it functions as a unity with respect to its environment. They add that if a passage of English containing more than one sentence is perceived as a text, there will be certain linguistic features present in that passage which can be identified as contributing to its total unity and giving it texture. Here is the example to make the cohesive ties clear; “*Wash and core six cooking apples. Put them into a fireproof dish.*” Based on the example given, it is clear that the underlined word ‘them’ in the second sentence refers back to (is anaphoric to) the *six cooking apples* in the first sentence. This anaphoric function of *them* gives cohesion to the two sentences, so we interpret *them* as a whole; the two sentences together constitute a text.

Furthermore, cohesion refers to the linguistic features which help make a sequence of sentences in a text. It occurs in a text

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through the use of cohesive devices that link across sentences. It is a relationship between lexical and grammatical devices that are put together to construct a unified text (Alarcon & Morales, 2011:115). Cohesion deals with how words and expression of a text are bound together through grammatical devices such as reference, substitution, ellipsis, conjunction, and lexical cohesion. In other words, cohesion deals with the accurateness of utilizing grammatical devices from one sentence to another sentence in a written text. It helps the readers to convey the meaning and usage. While cohesion focuses on the correctness of using grammatical devices, coherence concerns with the unity of ideas within sentences in a written text. Halliday and Hasan (1976: 4) state that providing linguistic ties makes the text more cohesive and understandable. They also asserted that the effect of cohesive devices on writing is very crucial since they afford the readers with various kinds of grammatical devices which are used to reach a cohesive text.

Dealing with the text, Yule (2010: 143) says that texts must have a certain structure that depends on factors quite different from those required in the structure of a single sentence. Some of those factors are described in terms of cohesion, or the ties

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and connections that exist within texts. A number of those types can be identified in the following paragraph.

*My father once bought a Lincoln convertible. He did it by saving every penny he could. That car would be worth a fortune nowadays. However, he sold it to help pay for my college education. Sometimes, I think I'd rather have the convertible.*

From the example above, it is obvious that there are connections in the usage of words to maintain reference to the same people and things throughout: *father-he- he- he; my-my-I; Lincoln – it*. There are connections between phrases such as; *a Lincoln convertible –that car – the convertible*. There are some more general connections created by a number of terms that share a common element of meaning, such as ‘money’ (*bought-saving-penny-worth a fortune –sold-pay*) and ‘time’ (*once- nowadays-sometimes*). The verb tenses in the different time is indicated by the present tense of the final sentence.

Further, he explains that the analysis of the cohesive devices within a text gives us some insights into how writers structure what they want to say. He adds that an appropriate number of cohesive devices may be a crucial factor in our judgments or

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whether something is well written or not. It has also been noted that the conventions of cohesive structure differ from one language to the next and may be one of the sources of difficulty encountered in translating text.

There are ten empirical studies that investigated the correlation of the use of cohesive devices and the overall quality of writings that have been reviewed. This review found that these studies contained controversial results. Four studies revealed that there was a positive correlation between the number of cohesive devices and good writing (Ferris, 1994; Field & Oi, 1992; Jin, 2001; Liu & Braine, 2005). In contrast, other studies have not shown a significant correlation between the number of cohesive features and the quality of writing conducted by Neuner, 1987; Jafarpu, 1991; Johnson, 1992; Zhang, 2000; Castro, 2004; Alarcon & Morales, 2011. These studies conducted in Malay, China, USA, Philippines, Spanish, Singapore and Taiwan and none of them were carried out in Indonesia. That is why the writer would like to carry out research in this area in Indonesia, especially, the students of English Study Program at STKIP St. Paulus Ruteng in the academic year 2014/2015.

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Pertaining to the basic concepts of cohesive devices and previous studies presented above, the English Language Study Program of the third grade students at STKIP St. Paulus Ruteng had learned cause and effect essay. They had learned how to organize ideas in a cause and effect essay. The cause and effect essay explains what happens and why it happens. When writing a cause- effect essay, writers want to explain why something happened (Blanchard & Root, 2004:101). In other words, cause and effect essays are concerned with why things happen (causes) and what happens as a result (effects).

In this case, the researcher assumes that the students have been learning how to write a cause and effect essay in terms of the organization of the essay and linguistic features. This is based on the syllabus, the teaching of writing 3, semester 3 of the third grade students of English Language Study Program at STKIP St. Paulus Ruteng. In writing 3, semester 3, they learned the basic concept of the essay and several types of expository essay. Those essays are arranged through using example (example essay), comparing and contrasting (comparison and contrast essay), classifying (classification essay), analyzing the process (process analysis essay), explaining the cause and effect of something (cause and effect

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essay), and stating problem and the solution to the problem (problem-solution essay).

Dealing with the syllabus provided in this institution, there are three competences to be achieved, namely; pedagogical competence, in which the students are expected to understand the basic concept and identify the characteristic of each type of essays; social competence, the students are required to work in a group; and the last is individual competences, where the students are expected to be able to write different types of essays.

In line with this, the present study, the researcher would like to analyze types of cohesive devices used, the frequency that occurs and types of errors that the students have in their cause effect essay.

## **The Research Questions**

This study is conducted to answer the following questions:

1. What types of cohesive devices are used by college students in their writing effect essays?
2. How frequent are the cohesive devices used?



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3. What errors do they have when they use cohesive devices in their cause effect essays?

### **The Purposes of the Study**

The purposes of the study are as follows:

First, to find out types of cohesive devices employed by the students in their cause effect essay.

Second, to find out the frequency of each cohesive device used by the students in their cause effect essay.

Third, to find out types of errors that the students have in their essays, how are errors committed by the students in their cause effect essay in accordance with cohesive devices used in their writing. It is expected that this research may lead to a better understanding of the cohesive devices used in the students' English compositions.

### **Scope and Limitation**

There are several types of expository essays. They are example essay, comparison and contrast essay, classification essay, process analysis essay, problem solution essay, and cause effect essay. However, in this study the researcher limits

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his study on the cause effect essay to analyze students' writings in accordance with five types of cohesive devices, that is, reference, ellipsis, substitution, conjunction and lexical cohesion. The reason the writer chooses cause -effect essay, that is, in writing 3, semester 3, cause effect essay is one of the essays that is included in the syllabus at English Language Study Program of STKIP St. Paulus Ruteng. That is why the researcher chooses cause- effect essay as one of the essays that had been taught in this institution in doing this research to know the cohesive devices used in the students' composition.

## **Theoretical Framework**

As mentioned previously in the introduction that the essential features of a well-written text are the coherence or unity and connectedness, making the individual sentences in the text 'hang' together and relate to one another. Thus, in writing, coherence is viewed as the essential features that link ideas or information in different part of the text so the reader can understand the entire text more easily. Each sentence structure in this type of writing is closely related to both previous and subsequent sentences. The sentences structure need to be cohesive, that is, they have to be connected by cohesive devices in ways that can be followed by readers

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(Halliday and Hasan, 1976). If sentences are **cohesive**, writing becomes easier to read and writers are able to write better English by linking sentences together. Writers use cohesive devices to link sentences together. Cohesive devices that cover reference, ellipsis, substitution, conjunction and lexical cohesion are typically single words or phrases that basically make the text hang together. In other words, all grammatical units used in writing such as sentences, clauses, groups, words are internally 'cohesive' simply because they are structured. Thus, if every text consists of only one sentence, we should not need to go beyond the category of structure to explain the internal cohesiveness of a text; this could be explained simply as a function of its structure (Halliday and Hasan, 1976: 7). Texts are usually not limited to one sentence; on the contrary, texts consisting of one sentence only are fairly rare. They do exist; there are public notices, proverb, advertising slogans and the like, where one sentence by itself comprises a complete text. But most texts extended well beyond the confines of a single sentence. In other words, a text typically extends beyond the range of structural relations, as these are normally conceived of. But texts cohere; so cohesion within a text- texture- depends on something other than structure.

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Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and give it meaning. It is related to the broader concept of coherence. There are two main types of cohesion, that is, grammatical cohesion which is based on structural content, and lexical cohesion which is based on lexical content and background knowledge. An appropriate use of cohesive devices will result in a good arrangement and a coherent passage. On the contrary, an erroneous use of cohesive devices lead the readers to misunderstand what the writer of a text intends to convey and create difficulty in reading a text.

It is obvious the writer can infer that the essential features of a well -written text are the unity and connectedness, making the individual sentences in the text ‘hang’ together and relate to one another. This textual relationship is partially a result of coherent organization of the proposition and ideas presented in writing. In addition, this relationship significantly relies on the painstaking process the writer goes through in order to create formal and grammatical cohesion among paragraphs and among sentences in each paragraph of a text. Celce-Murcia and Olshtain (2000) say that the overall coherence of a longer text

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depends on the coherence within each paragraph or section of the text.

### **Definition of Key Terms**

- a. Cohesion: the grammatical and lexical linking within a text that holds a text together and gives it meaning.
- b. Cohesive devices: linguistic markers or elements that link/make texts cohesive.
- c. Grammatical Devices are all resources (ties) found in the grammar of the language.
- d. Lexical cohesion is part of the lexical system and it is also broken down into relations of repetition, synonym, collocation, and other semantic relationships.
- e. An essay is a piece of formal writing that consists of several paragraphs about a particular topic.
- f. Cause and effect essay is an essay that discusses the cause (reasons) for something, the effects (results), or both cause and effects.

### Significance of the Study

Dealing with this study, this research is expected that, **theoretically**, this research will give the significant contribution to the researcher himself, the next researchers, students and English teacher in understanding the concept of cohesive devices in writing. **For the researcher himself** as an English teacher, he is able to enrich his knowledge on cohesive devices and cause effect essay. **For English teachers**, when they understand cohesive devices holistically they are able to teach and analyze their students' writing and even they are able to score their students writing essays correctly and intelligibly. **For the future researchers**, it will be useful for the next researchers who concern with this topic as a reference when they are going to conduct the research in the same case. **For the students** who will read this research, it is expected that they are able to maintain the flow of ideas running smoothly and logically when they are writing their essays through using the cohesive devices. **Practically**, the findings of this study will be used as a basis for pedagogical implications. They can serve as useful information for planning EFL writing lesson plans and syllabus, and improving the teaching of writing to

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the students, especially those studying at this college where the present study is carried out. For this reasons, it is expected that the results of this study would add new information to fill gaps in the existing body of knowledge regarding cohesive devices and the revision process on the use of cohesion in EFL students expository writing, especially cause effect essay.

### **Assumption**

Cohesive devices are used in the cause effect essays written by the students. The students of English Language Study Program at STKIP St. Paulus Ruteng had been learning English how to write essays and one of the essays is cause-effect essays. This is based on the syllabi provided in this institution. They had been learning how to write English using linguistic markers that link a text cohesive. To use linguistic markers cohesively writers must use cohesion to join ideas between sentences to create texture. However, unrelated sentences will be difficult for the readers to understand. Cohesive devices that cover reference, ellipsis, substitutions, conjunction and lexical cohesion are typically single words or phrase that basically make the text hang together. If sentence are cohesive, writing becomes easier to read and students are able to write better English by linking sentences together. That is why the

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students' writing must show some form of cohesion and coherence in their expression of thoughts and ideas. Celce-Murcia (2001) stated that the ability to express one's ideas in writing in a second or foreign language coherently and accurately is a major achievement that even many native speakers of English never truly master it. To write a text accurately and cohesively is not an easy task. It needs a long process and requires much practice and the students' writing sometimes must need explicit and formal instruction. In this writing, the researcher had assumed that the students had been learning how to write essays, and one of them is cause effect essay dealing with the organization of essays and linguistic markers that link the text cohesive. That is why the researcher believes that cohesive devices had been used in the students' cause effect essay.

## **Thesis Organization**

The organization of the writing is as follows; Chapter 1 is about introduction that involves the research questions, purpose of the study, scope and limitation, theoretical framework, definition of key terms, significance of the study and assumption. Chapter 2 is about review of related literature that comprises; the concept of essay, the structure of essay, cause



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and effect essay, the concept of cause and effect essay, organization for cause and effect essay order, types of cause and effect essay, the concept of cohesion, cohesion, cohesive devices, taxonomies of cohesive devices, reference, substitution, ellipsis, lexical cohesion, error, error analysis, sources of errors and previous study. Chapter 3 discusses Research Method that consists of research design, subject of the research, sources of data, instrument, data analysis, and proposal organization. Chapter 4 is about Finding and Discussions and Chapter 5 is about Conclusion and Suggestions.