

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Cohesion is one of linguistics devices that show connectedness in text and sentences. According to Halliday & Hasan (1976), cohesion refers to the relation of meaning which exists within the text and sentences. This relation is considered as a meaning that is produced by people who develop the words into sentences or even a paragraph. To build relations between words, a writer needs to use cohesive devices as what Gutwinski (1976) explains that cohesion has many devices to combine the sentences of text. One of the texts that students produce is thesis. In their theses, students have to start writing the background of the study. In the thesis background section, a text should be written cohesively (be hang together) and coherently (make sense). Thesis background clearly states the purpose of the study and explains the significance of the study (Hon, 2007) and it is written in paragraphs which should be able to be analysed in terms of cohesiveness using Halliday & Hasan's theory (1976). According to them there are four different types of grammatical cohesion, namely reference, substitution, ellipsis, and conjunction.

The analysis of cohesive devices in academic writing especially in discourse has attracted some researchers to find out how grammatical cohesion used in the written text and what types that the writer usually uses. This has been explained in the Jenei's dissertation (2014). She

wrote about written discourse as a field of teaching English for academic discourse by refining the cohesive reference that relates to Halliday & Hasan's theory (1976). Another study on cohesive analysis is done by Suningsih (2016). In her study, she focused on cohesive devices that are used by Indonesian English major students and the correctness of cohesive devices in students of Pre-Intermediate, Advanced, and Academic writing in qualitative way. In line with the study focusing on cohesive devices in academic writing, Abdurahman (2013) analyzed types of grammatical cohesive devices in 10 students' thesis writing and how these devices create cohesive discourse. Seeing from those previous studies, the writer concerns with written text that should be done cohesively for academic discourse by all undergraduate students of Faculty of Language and Arts who have taken writing classes when they were in the junior batch. The students when writing their theses also have consulted with their major and co-sponsors. Thus, it is assumed that these students can write or produce the English texts well in cohesive and coherent ways.

Based on some concerns that have been mentioned, the writer is interested to analyze students' thesis background section for the purpose of identifying cohesive elements in their thesis backgrounds. The writer wants to investigate which types of grammatical cohesion are the most frequently used by the graduate students who have finished their thesis in Faculty of Language and Arts, Soegijapranata Catholic University. Also, the writer needs to explore on how grammatical cohesion devices are used in the context of academic discourse. This research only concerns with the

analysis of English text in thesis background that has been written by Faculty of Language and Arts students. The writer chose the 10 theses written by students of Faculty of Language and Arts and analyze the grammatical cohesion in thesis backgrounds. The findings hopefully can help Faculty of Language and Arts students to write the English text cohesively.

1.2 FIELD OF THE STUDY

This research is related to the field of applied linguistics especially discourse.

1.3 SCOPE OF THE STUDY

This research focuses on academic discourse that relates to cohesive elements used by English students in writing the background section of their theses in Faculty of Language and Arts.

1.4 PROBLEM FORMULATION

Based on the background that the writer explained above, the writer formulates the problems of this study as follows:

1. What are the types of grammatical cohesion devices used by undergraduate students of Faculty of Language and Arts in writing the background of the study in their theses?
2. How are grammatical cohesion devices help the readers to understand the context of the thesis?

1.5 OBJECTIVES OF THE STUDY

Based on the statement of the background, the objectives of this study are available as follows:

1. To identify the types of grammatical cohesion devices that are used by undergraduate students of Faculty of Language and Arts in writing the background of the study in their theses.
2. To find out how cohesive devices can help the readers understand the context of the text in a thesis.

1.6 SIGNIFICANCE OF THE STUDY

It is hoped that it would be beneficial for Faculty of Language and Arts especially for these people:

1. All students of Faculty of Language and Arts so they can be careful in writing thesis by noticing the grammatical cohesion to make the readers understand the text easily.
2. All lecturers can facilitate students to learn how to create thesis cohesively.
3. Students who are interested in discourse analysis can see and notice the language which demonstrates the relevance of the grammatical cohesion elements that are present in English texts which contribute the meaning of the text.

1.7 DEFINITIONS OF TERMS

a. Discourse

Discourse is a language in use that is produced and interpreted in a real world context. It is a stretch of language that may be longer than one sentences. (Salkie, 1995). In brief, it may be described as a language above the sentences or above the clause.

b. Cohesion

Cohesion is the linguistics devices that connect to discourse analysis and it defines a text. The text incorporates the semantic, lexicalgrammatical and structural resources of reference, substitution, ellipsis, conjunction as the types of cohesion generally (Halliday & Hasan, 1976).

c. Thesis Background Section

Thesis is a requirement for students in university to obtain the degree. In thesis, there are some points to explain what the writer wrote in the thesis. One of the points is about background of the study. It provides the value of the relevant work field and identity in knowledge that must be filled as a brief explanation. Background of the study concerns about how to make clear what research problem is and what has been accomplish. Second, it gives evidence of competence in the field. Third, thesis background section is written to show the reader why previous work needs to be continued (Thackrey, 2014).