

CHAPTER I

INTRODUCTION

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1.1. BACKGROUND OF THE STUDY

“Writing, like speaking, is an important means of communication” (Coffey, 1987). However, speaking has some advantages that writing does not. In speaking, someone can use nonverbal body language to help make a point. He can also ask for immediate feedback from his listener to make sure he or she understands. These aids are not possible when communicating in written form, because there are some standard ways of presenting information in written form that people generally understand.

One of the written forms is the short essay or the composition. The short essay is composed of different parts. These parts are called paragraphs and put together in different manners depending upon how the writer wants to present his ideas. Therefore, a preliminary step in writing efficiently is to understand how good English paragraphs are put together (Seale, 1927). It is also said by Herujiyanto (1990), that a paragraph is not only a distinct section of a piece of writing, as most dictionaries define it, but also a logical unit of statements presented by a writer which together are communicable. Broadly speaking, clarity in a paragraph, in this case continuity of thought within a paragraph, is a must.

The clarity and continuity within a paragraph can be achieved by using Cohesive Devices. As it is said by Knornomo (1992), that a composition is said to be good if the ideas are organized into logical order, and also it has unity, suitable choices of words or diction and correct cohesive devices to connect sentences. In other words, cohesive devices are very important in composition to describe the way one sentence is clearly related to the next. With the existence of these cohesive devices, the composition will be clear and the ideas from one sentence to the other will run smoothly. As quoted by Brown and Yule, Halliday and Hasan said:

“The primary determinant of whether a set of sentences do or do not constitute a text depends on cohesive relationships within and between the sentences, which create texture: ‘a text has texture and this is what distinguishes it from something that is not a text....The texture is provided by the cohesive RELATION’ (1976:2). Cohesive relationships within a text are set up ‘where the INTERPRETATION of some element in the discourse is dependent on that of another.

It has been already stated, cohesive devices are very necessary in making a composition clear, unambiguous, and readable. One of the types of composition that calls for a change is exposition. It is a type of writing used to expose or explain as clearly as possible. Expository writing is one of the basic aims of communication and more important in many situations than the other aims – entertainment, persuasion, or self-expression because this kind of writing is used in letters, scientific reports, textbooks, college themes and term papers (Loewe, 1978).

The basic aim of exposition is to explain something to the reader; therefore it needs a logical order and a clear connections throughout – between ideas in sentences. This logical order and clear connection can be achieved by using transitional words because paragraphs achieve cohesion through transition. As it is said by Martin and Ohmann (1963), “In the practice of exposition, the transition acts as a bridge between sentences, between groups of sentences, between paragraph and sections. Moreover, it tells the reader where he has been”. For example:

The *first* step in *this process* is to place the film negative and the sensitized paper in the frame... The *exposed* paper is removed, ready for *developing*.

While successive sheets are being exposed, an assistant may *develop* those which are ready... This is the end of the developing procedure proper.

During all these operations, care should taken to protect the sensitized paper from any white light except that of he printing lamp...

‘First, while, and during’ here are transitional words signaling order or sequence which are also known as conjunction in Cohesive Devices.

Broadly speaking, the presence of cohesive devices is very important in making a good composition. However, some students who have already taken writing II still cannot make cohesive paragraphs, in other words, their sentences do not run smoothly. Therefore, the writer is interested in studying the characteristics of cohesive devices used in expository writing. The writer also

wants to know how far the students of IKIP Malang have mastered cohesive devices in expository writing.

1.2. STATEMENTS OF THE PROBLEM

There are some problems will be discussed in this thesis:

1. What cohesive devices are used in expository writing written by students of IKIP Malang ?.
2. Which are the cohesive devices frequently used by IKIP Malang students ?.
3. What are the functions of cohesive devices used in expository writing produced by students of IKIP Malang ?.
4. What cohesive devices frequently wrongly used by IKIP Malang students ?

1.3. OBJECTIVES OF THE STUDY

The objectives of this study is to find out:

1. The cohesive devices used in expository writing written by students of IKIP Malang.
2. The cohesive devices frequently used by IKIP Malang students.
3. The function of cohesive devices used in expository writing produced by students of IKIP Malang.
4. To find out the cohesive devices frequently wrongly used by IKIP Malang students.

1.4. SIGNIFICANCE OF THE STUDY

This study is an attempt to see the theory of cohesive devices stated by Halliday and Hasan that are used in expository writing. It is also intended to make aware teacher of the students' ability in using cohesive devices and at the same time the errors that frequently happen in their composition. Furthermore, this study is expected to give benefit for students of the English Department. By reading this thesis, the writer hopes they can use cohesive devices correctly.

1.5. ASSUMPTIONS

In this study, the writer has some assumptions:

1. The students have already known how to write expository composition.
2. The students have already passed writing II; therefore, they are able to write cohesive paragraphs.
3. The students only use certain cohesive devices that are common and simple.

1.6. SCOPE AND LIMITATION

This thesis is limited to the discussion of the cohesive devices that are used in expository writing. The writer wants to observe how far the students in IKIP Malang have mastered cohesive devices by analyzing their writing task. Therefore, this thesis only discusses:

1. The kinds of cohesive devices used in expository writing.
2. The function of cohesive devices used in expository writing.

3. The cohesive devices that are frequently used and frequently wrongly used by the students

1.7. DEFINITION OF THE KEY TERMS

There are some important terms that are used in this study, namely: cohesion, cohesive devices, and expository writing.

1. Cohesion is the characteristic of a paragraph in which each sentence follows clearly from the sentence before it and leads clearly to the sentence following it (Carino, 1990:98)
2. Cohesive devices are components that cause surface element to show progressive occurrences so that their sequential connectivity is maintained. There are several kinds of cohesive devices or cohesive ties, namely: reference, substitution, ellipsis, conjunction, and lexical cohesion.
3. Expository writing (exposition) is a type of writing used to expose or explain as clearly as possible (Loewe, 1978:232).
4. Expository paragraph is a group of sentences unified around a single idea and having a definite introduction, body, and conclusion (Loewe, 1978:232).

1.8. ORGANISATION OF THE THESIS

This thesis is divided into five chapters. Chapter I is introduction of the study which consists of background of the study, statement of the problem, objective of the study, significance of the study, assumptions, scope and

limitation, and definition of key terms. Chapter II deals with review of related literature. Chapter III deals with methodology of the study. Chapter IV deals with research finding. Chapter V deals with conclusion.