

CHAPTER I

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1.1 Background of the Study

From the age of a year or so, we have communicated with others largely through language. Language provides the means for us to take our place in society, to express our wants and convey information, to learn about the people and the world around us (Lehmann, 1983:1).

Learning a language means learning the four skills of the language: speaking, listening, reading, and writing. Writing, which is one of the four skills, is the encoding process whereby we communicate our ideas, feelings, and thoughts (Harris, 1969). When we are writing, we are not in direct, face to face interaction with the reader, so they cannot appeal to the writer for the clarification of meaning (Yue, 1993). According to Heffernan and Lincoln, this is the hard part to learn since the writer has to express the meaning in the absence of the interlocutors. When we speak face to face with a listener, we can communicate in many different ways by using facial expressions, gestures or body language of any kind. However, in writing, we have

to communicate with word and punctuation alone. Because of the inability to get feedback directly, the writer should make a good writing to make his idea clear. The problem is that in creating compositions, we need an art to arrange the words into sentences and sentences into paragraphs. The art of formulating, organizing, shaping and developing writing is called composition (Memering, 1980:449).

There are some conditions in making a good composition. The ideas should be organized into chronological order, the dictions should be correct, and the composition should exhibit coherence. It is put together in a way that gives the reader a sense of a smooth whole. The sentences follow each other in a reasonable and understandable way. Writing that lacks coherence seems jumpy because the writer failed to provide the connecting steps between statements (Lorch, 1984). To solve this problem, there are several devices used to connect the sentences or any logical connections and to hold the text together. The devices are called cohesive devices.

Cohesive devices are very important in a composition to describe the way how one sentence is clearly related to the next (Seale, 1978:11). With the

existence of cohesive devices, a composition will be clear and ideas between sentences will run smoothly.

Cohesive devices are also needed in persuasive compositions since the purpose of persuasion is to convince the readers to agree with the writer's opinion. Therefore, there are many particular terms of persuasive writing which can be clarified by cohesive devices.

Considering the importance of cohesive devices, the students are supposed to be able to use those devices in persuasive composition correctly. Therefore, to see how far the English Department students of Widya Mandala University know about cohesive devices, this study is carried out.

1.2 Statement of the Problem

In accordance with the background of the study, this study is designed to answer these questions:

1. Which cohesive markers are mostly used in the students' persuasive compositions?
2. Which cohesive markers are wrongly used frequently in the students' persuasive compositions?

1.3 Objective of the Study

The objectives of the study are:

1.To find out the cohesive markers which are mostly used in the students' persuasive compositions.

2.To find out the cohesive markers which are wrongly used in the students' persuasive compositions.

1.4 Significance of the Study

In the field of the language teaching, the writer hopes that the result of this study will give contribution to the teaching of writing where teachers should teach their students to use the cohesive devices correctly.

1.5 Theoretical Framework

There are three theories as the basis of this study. They are theory of persuasive writing, theory of form and function in the discourse study, and theory of cohesion and cohesive devices.

Theory of persuasive writing is needed to analyze the usage of cohesive devices in the students' persuasive compositions as the instruments to get the necessary data.

Theory of form and function is stated in this thesis to clarify the interdependency between cohesive

devices as one of the forms and its function in the written expression.

Theory of cohesion and cohesive devices is used to support the analysis which is clearly related to the discussion of the topic.

1.6 Scope and Limitation of the Study

Due to the limited time, the subjects are limited to the fifth semester students who get Writing IV.

The writer only wants to analyze the cohesive devices in the students' persuasive writing of the English Department of Widya Mandala University.

1.7 Definition of Key Terms

To make the interpretations of the terms clear, it is necessary to define the following key terms:

1. Analysis is a careful examination, especially to determine why something has happened or may be expected to happen (Barnart, 1982:74)
2. Cohesive devices are components that cause surface element to show progressive occurrence so that their sequential connectivity is maintained (Beaugrande, 1980:19)

3. Persuasive composition is a composition that explain why the reader should believe something or why society should do something (Egger, 1990:68).

4. Fifth semester students are students of semester five who get Writing IV with the sub subject persuasive writing.

1.8 Organization of the Study

This study consists of five chapters. Chapter I deals with the introduction including the background of the study, statement of the problem, objective of the study, significance of the study, assumptions, theoretical framework, scope and limitation of the study, and definition of key terms. Chapter II deals with the review of related literature. Chapter III deals with the methodology of the study. Chapter IV deals with the data analysis, findings, and the interpretation. Chapter V deals with the conclusions and suggestions.