

chapter I

INTRODUCTION

A. Background

Written language is useful as a discourse to transmit understanding to individuals. A discourse should have excellent unity in connecting phrases with the assistance of cohesive device. If the discourse has a clear unity, it offers a deep understanding of substance of the discourse so that the reader can easily interpret the meaning that the writers want to convey. Halliday and Hasan (1989:2) explain that “a text or a paragraph which use cohesion and coherence it must be a good writing”. It can be said that, in order to create a successful writing, the writers must use cohesion and coherence when writing a paragraph or a text. To produce comprehensive texts, the writers should consider the important factors, those are cohesion and coherence since cohesions denote the act or state of cohering, while coherence refers to the act or utter of being logically consistent and connected. Cohesion is as relations of idea between each sentence so that the sentences are able to produce the unity of a text.

Similarly, the cohesion refers to the act or the utter that correlate each other in meaning. Coherence refers to the act or state has continuous meaning in a text. Moreover, coherence means that each paragraph has continuity or unity with the other paragraphs from beginning until the end of the text (Halliday & Hasan, 1976).

Knapp and Wakins (2005) as cited in Emi Emilia (2014) argue that cohesion refers to devices available to help link information in writing and help the text flow and hold together.

Cohesive devices represent cohesive relation. According to Halliday and Hasan (1976), cohesive devices are divided into two aspects, namely grammatical cohesion and lexical cohesion. Grammatical cohesion consists of reference, ellipsis, substitution and conjunction. Then, lexical cohesion consists of reiteration and collocation. Those all devices are used to unite sentences in the discourse into the meaningful ones.

McCarthy (2000:12) states that discourse analysis is not only concerned with the description and analysis of spoken interaction. In addition to all our verbal encounters, we daily consume hundreds of written and printed words. It is accepted to be coherent, meaningful communications in which the words and/or sentences are linked to one another. Written discourse can be formed like newspaper article, stories, comics, a thesis, daily notes, article, and recipe.

One of written discourse is thesis or final project. Writing the final project become really crucial for university learners as a mandatory requirement for them who seeking bachelor S-1 degree in both private and public universities. Final project is an academic writing, and therefore it inevitably students will be able to write a length paper consisting primarily of five chapters on a particular subject.

In an academic writing, normally an abstract will be needed to give brief information about the content of the report. Abstract is the summary of the whole thesis. The abstract, though it heads of the article, it is often written last. This is partly because writers know what they have achieved, and partly because writing an abstract is not easy. Structured abstracts are typically written using five sub-headings background, purpose, method, results and conclusions (Hartley, 2008: 31). Most abstracts, in conclusion sub-heading, are recommended by the writers to the readers.

It is important to write a good abstract because it is an original work, not a text that has been extracted, an abstract must be completely self-contained and make senses on its own, without further reference to external sources or to the document itself.

As one form of written discourse, an abstract of the thesis must be composed in a well formed text in order to offer readers much data. It must be united and linked between phrases as well as the idea of cohesiveness so that the readers can readily to comprehend the intended data. Therefore, the researcher is interested in analyzing cohesive devices which are used on the abstract written by the English Education students since it is often found that some of the abstract written needs to be improved. The researcher explores the types of cohesive devices on the abstract of undergraduate thesis written by English Education Department Students of Universitas Muhammadiyah Purwokerto in 2018.

B. Research Question

The problems proposed to find out the use of cohesive devices in writing an abstract section to achieve coherence are:

1. How is the use of references in writing an abstract section?
2. How is the use of substitution in writing an abstract section?
3. How is the use of ellipsis in writing an abstract section?
4. How is the use of conjunctions in writing an abstract section?
5. How is the use of reiteration in writing an abstract section?
6. How is the use of collocation used in writing an abstract section?
7. How is coherence achieved in this study?

C. Purpose

In accordance with research problems of the study, the purposes of the study are:

1. To identify references that is used by the students in writing an abstract section.
2. To identify substitution that is used by the students in writing an abstract section.
3. To identify ellipsis that is used by the students in writing an abstract section.
4. To identify conjunction that is used by the students in writing an abstract section.
5. To identify reiteration that is used by the students in writing an abstract section

6. To identify collocation that is used by the students in writing an abstract section.
7. To identify the achievement of coherence in this study.

D. Significance, Scope and Definition

The results of the study are expected to have the following advantages:

1. The result of this study is expected to give the explanation of the use of references in writing an abstract section so that it can enrich the study of the use of cohesive devices as a tool to improve the students understanding of good writing.
2. The result of this study is expected to give the explanation of the use of substitution in writing an abstract section so that it can enrich the study of the use of cohesive devices as a tool to improve the students understanding of good writing.
3. The result of this study is expected to give the explanation of the use of ellipsis in writing an abstract section so that it can enrich the study of the use of cohesive devices as a tool to improve the students understanding of good writing.
4. The result of this study is expected to give the explanation of the use of conjunction in writing an abstract section so that it can enrich the study of the use of cohesive devices as a tool to improve the students understanding of good writing.
5. The result of this study is expected to give the explanation of the use of reiteration in writing an abstract section so that it can enrich the study of

the use of cohesive devices as a tool to improve the students understanding of good writing.

6. The result of this study is expected to give the explanation of the use of collocation in writing an abstract section so that it can enrich the study of the use of cohesive devices as a tool to improve the students understanding of good writing.
7. The result of this study is expected to give the explanation of the use of cohesive devices so that we know whether coherence in writing an abstract section is achieved or not.

The scope of this study is focused on analyzing cohesive devices used by English education students of undergraduate program of the University of Muhammadiyah Purwokerto in their abstract sections, explains what type of cohesive devices are commonly used in abstract section, and explains how cohesive devices are used in abstract section. After that, the writer will account the appropriateness of cohesive devices used by students. In analyzing cohesive devices in students' abstract sections, the writer use cohesive devices proposed by Halliday and Hasan (1976).

The definition of the terms are presented here to avoid misunderstanding, there are some terms necessary to give details in this study such as:

1. Cohesion

Since the term of cohesion in paragraph refers to the content relationship.

Halliday and Hasan (1976) are propose cohesive devices in English as a

mark of cohesion in discourse. Cohesion has the role of building up sentences in any given text. This comes through the linking of different parts of a text to each other so that it gives a structure to a text. It helps in hanging sentences together in a logical way, for having a right meaning. So, cohesion has a relationship with the broader concept of coherence.

2. Coherence

Coherence is a matter of content or contextual property of paragraph that contributes to the unity of a piece of discourse such that the individual sentences or utterances hang together and relate to each other (Murcia and Olshtain, 2000:8).

3. Final Project

A final project is a scientific paper written and prepared at the end of the course as one of the requirements to get a degree and this thesis is written by students of the S-1 program (Nana Sujana; 1988).

4. Abstract Section

The abstract section is very important thing in the research paper. It is summary of the research, it becomes the guidance for the reader in abstract section the researcher explain a brief of background, purpose, method, result and conclusion of the study.