



**THE USE OF COHESIVE DEVICES IN THE
BACKGROUND SECTION OF THE STUDENTS'
FORMAL WRITING**

THESIS

submitted in partial fulfillment of requirements for the degree of
Magister Pendidikan in English Language Education

by

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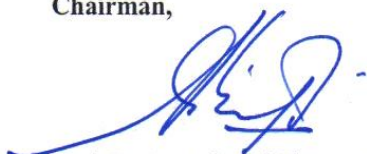
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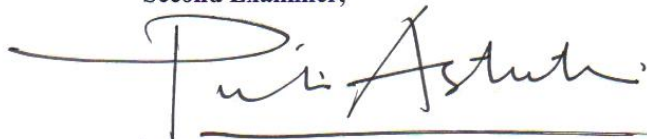
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Yang membuat pernyataan,



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MOTTO AND DEDICATION

Motto:

1. Students can use cohesive devices in the writing class to make their writing better.
2. Cohesive devices has a good influence to stimulate students in learning writing well.
3. The teacher use cohesive devices to help the students in order to express their idea effectively in terms of quantity and quality

Dedication:

This thesis is dedicated to English Language Education, Pascasarjana, Universitas Negeri Semarang.

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Hopefully, this thesis will be beneficial and I welcome any suggestion for the improvement in the future.

Semarang, January 2019

Anis Amperawaty

ABSTRACT

Amperawaty, Anis. 2018. *The Use of Cohesive Devices in the Background Section of the Students' Formal Writing*. Supervised by Prof. Dr. Warsono, M. A., and Puji Astuti, S. Pd, M. Pd, Ph. D.

Keywords : cohesive devices, background section, formal writing

This thesis deals with discourse analysis which concerns with the analysis of cohesive devices and coherence. The text analyzed in this thesis is background sections of the students' final project. The writer intends to find out what cohesive devices (reference, substitution, ellipsis, conjunction, repetition, reiteration, collocation and micro level) are found in the background sections and their contribution in making the background sections coherent and unified. The data applied in this writing are qualitative data which mean the data are written text. Data collection in this thesis is documentary study.

This thesis is a descriptive study which elaborates cohesive devices and coherence and their contribution in the background section of the students' final project. The objects of the research were 10 background sections of the students' final project.

The finding of the study were: the reference was dominated by demonstrative reference, it means that most the text contained the oral appointment where speakers identify the reference by means of putting him in scale distance. The substitution was dominated by verbal substitution, it means that most of the text contained the replacement of lingual unit categorized as verbal with other parts of lingual that have the same category. The ellipsis was dominated with nominal ellipsis, it means that most of the text is shown by numerals or other quantifying words. The conjunction was dominated by additive conjunction, it means that most of the text contained the additional information without changing information in the previous clause or phrase. The reiteration was dominated by general word, it means that most of the text contained general words, which can be general nouns, as thing, stuff, place, person, women and man. The collocation was found mostly in text seven, it means that collocation deals with the relationship between words on the basis of the fact that these often occur in the same surrounding. In conclusion, cohesive devices is appropriately used in the students' background section.

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CHAPTER I

INTRODUCTION

This chapter describes background of the study, reason for choosing the topic, significance of the study, research question, objectives of the study, scope of the study and definitions of key terms.

1.1 Background of the Study

Writing is defined as active skills. Writing is recorded thought that can be edited and revised; therefore, it is more complex. To be able to write a text, the students must be able to master some elements of rhetorical structures of the text, such as mastering the social function, language features and schematic structures of the texts. In addition to that, the students must also be able to master some competences such as organization, logical development of ideas, grammar, punctuation, spelling, mechanics, style, and quality of expression.

According to Richards (2010), writing is the most difficult skill to master for foreign language learners. This is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into readable text. Good writing is one that is cohesive and coherence. Cohesion is essential textual components to create organized and comprehensiveness of the texts.

Murray (2009) says that writing as a process entails rehearsing, drafting and revising. This process involves the exploration of thought, the composition of a written draft, revision, and lastly, the final draft. For second language learners, especially in college, writing is undoubtedly important. Students are required to analyze, compare and inform through writing; nevertheless, lack of practice, especially structured writing, makes them lack of experience to convey their ideas into cohesive writing. Moreover, when they reach the end of their study, they should write a final project as part of a requirement to graduate. When learners are unable to create a well-constructed and understandable composition, they will not be able to create a good final project. There are many things to take into account in writing. Some of them are cohesion and coherence. Halliday and Hassan (1976: 28-30) emphasize the importance of cohesion in discourse in order to achieve well constructed and understandable writing.

In addition, Azzouz (2009) says that discourse devices of writing give a great effect. Cohesive discourse will never be constructed without a good command of linguistic ties. As a compulsory requirement for those seeking S-1 degree in both private and public colleges, writing the final project becomes really important for college students.

The final project is academic writing, and hence, it inevitably needs appropriate cohesion and coherence in order to be accepted as academic writing. Students are expected to be able to write a long paper which mainly consists of five

chapters on a certain topic. The paper should be effective in terms of quantity and quality. Students are expected to be able to demonstrate their ability to express their ideas clearly and analyze their research findings. Here, the writer finds the gap in cohesive devices used in some selected background of study from undergraduate students. In cohesion there are six cohesive devices, they were references, substitution, ellipsis, conjunction, reiteration, and collocation.

Cohesive devices are often neglected. In addition, the essential thing is in creating the background of study, the majority use of language is not in accordance with the context of the discussion, when doing grammar check from some of the students' final project, the writer found out that many students misplaced the conjunction from their final project which then distracted her attention in understanding their writing ideas. An easy example is when they use "on the other hand" to signal additional information.

In fact, there are many undergraduate even graduates, students who have difficulties in writing text. Rukmini (2014) stated that based on her experience in teaching English to foreign language learners, a clause complex is likely to be difficult for them to construct. It does not only happen to undergraduate students but graduates students as well. It happens because the text has to be more complicated and complex based on the level of literacy. According to Mujiyanto (2015), university graduates' literacy level is logically higher than that of elementary or secondary school graduates. The ability to write a clause complex will effect academic writing such as a research article. Some studies concerning cohesion and

coherence had been conducted such as done by Suwandi (2016), Aldera (2016) and Fitriati and Yonata (2017). Those studies indicated that students in universities have difficulties in writing especially for cohesion and coherence aspects. Suwandi (2016) conducted a study about the use of coherence in students' abstract sections. The result of this study showed that the coherence of the abstracts was not enough achieved through some cohesive devices such as reference, conjunctions, ellipsis, that are used to link one to other sentences. Some grammatical mistakes were also found such as the plural forms, active-passive voice. Another study was conducted by Fitriati and Yonata (2017). This study is about coherent aspect in students' argumentative text. This study showed that the students had a bit weak in achieving coherent texts due to the lack of using cohesive devices.

Based on the explanation above, the writer thinks it was really important to conduct the study about these products (background sections) because these products reflects the undergraduate students' ability in writing. This previous study was triggered by some studies earlier such as done by Rukmini (2014) who conducted a study about the quality of clause complexes in article abstracts written by graduate students at Universitas Negeri Semarang. Therefore, the writer wants to do further investigation on undergraduate students' abilities in writing, especially writing the background of study by undergraduate students of Universitas Negeri Semarang by examining the cohesion. Against this backdrop, the writer has analyzed the use of cohesive devices in the background of study from undergraduate students at Universitas Negeri Semarang.

1.2 Identification of the Problems

There are two problems with in choosing this study. First was the writer has interested in these phenomena and wants to know the quality of students' writing in term of using cohesive devices to integrate sentences into their background sections. Second reasons were to give contribution in cohesive devices analysis. For the future researcher can use this study as their reference. It was also important for the teacher to develop their skill in teaching English.

1.3 Research Questions

In accordance with the background of study, the research questions were formulated as follow:

- 1.3.1 How is the use of references in writing a background section?
- 1.3.2 How is the use of substitution in writing a background section?
- 1.3.3 How is the use of ellipsis in writing a background section?
- 1.3.4 How is the use of conjunctions in writing a background section?
- 1.3.5 How is the use of reiteration in writing a background section?
- 1.3.6 How is the use of collocation in writing a background section?

1.4 Objectives of the Study

In accordance with research problems of the study, this research aim to explain some questions as follow.

- 1.4.1 To analyze the background section of students' formal writing in order to

explain the way the reference is used.

1.4.2 To analyze the background section of students' formal writing in order to explain the way the substitution is used.

1.4.3 To analyze the background section of students' formal writing in order to explain the way the ellipsis is used.

1.4.4 To analyze the background section of students' formal writing in order to explain the way the conjunction is used.

1.4.5 To analyze the background section of students' formal writing in order to explain the way the reiteration is used.

1.4.6 To analyze the background section of students' formal writing in order to explain the way the collocation is used.

1.5 Significances of the Study

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

1.5.1 The way reference is used is explained so that theoretically the result of this study was expected to give the explanation of the use of references in writing a background sections so that it can enrich the study of the use of cohesive devices as a tool to improve the students understanding of good writing.

Practically, this study is expected to broaden the implementation of reference in the students' background section. Pedagogically the teachers could take the duty in assisting the students in learning cohesion.

1.5.2 The way substitution is used is explained so that theoretically the result of this

study was expected to give the explanation of the use of references in writing a background sections so that it can enrich the study of the use of cohesive devices as a tool to improve the students understanding of good writing.

Practically, this study is expected to broaden the implementation of substitution in the students' background section. Pedagogically the teacher could teach the students on how to measure cohesion text through substitution.

- 1.5.3 The way ellipsis is used is explained so that theoretically the result of this study was expected to give the explanation of the use of ellipsis in writing a background sections so that it can enrich the study of the use of cohesive devices as a tool to improve the students understanding of good writing.

Practically, this study is expected to broaden the implementation of ellipsis in the students' background section. Pedagogically the teacher could try to apply the use of the ellipsis in the English classroom.

- 1.5.4 The way conjunction is used is explained so that theoretically the result of this study was expected to give the explanation of the use of conjunction in writing a background sections so that it can enrich the study of the use of cohesive devices as a tool to improve the students understanding of good writing.

Practically, this study is expected to broaden the implementation of conjunction in the students' background section. Pedagogically the teachers

would have a comprehension on how the conjunction items applied in English education.

1.5.5 The way reiteration is used is explained so that theoretically the result of this study was expected to give the explanation of the use of reiteration in writing a background sections so that it can enrich the study of the use of cohesive devices as a tool to improve the students understanding of good writing.

Practically, this study is expected to broaden the implementation of reiteration in the students' background section. Pedagogically the teachers could take the duty in assisting the students in learning reiteration.

1.5.6 The way collocation is used is explained so that theoretically the result of this study was expected to give the explanation of the use of collocation in writing a background sections so that it can enrich the study of the use of cohesive devices as a tool to improve the students understanding of good writing.

Practically, this study is expected to broaden the implementation of collocation in the students' background section. Pedagogically the teacher could teach the students on how to measure cohesion text through collocation.

1.6 Scope of the Study

To avoid misunderstanding of this study, the writer has limited the scope of the study including the object of the research and the theory for the analysis. The scope of this study is focused on analyzing cohesive devices used by English education students of

the undergraduate program of Universitas Negeri Semarang in their background sections, explaining which of those cohesive devices are problematic, and explaining how those problematic cohesive devices can be corrected. After that, the writer discusses the appropriateness of cohesive devices used by students. In analyzing cohesive devices in students' background sections, the writer uses the cohesive devices theory proposed by Halliday and Hasan (1976).

The terms of the study are defined as follows:

1. Cohesion

Halliday and Hassan (1976:72) define cohesion as "what occurs when the interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other in the sense that it cannot be effectively decoded except by recourse to it".

2. 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).

3. Background Section

The background section is the foundation of the research paper because in background section the researcher will explain their research in broad outline. The background section exposes the reason of the researcher do the research and the theories that corroborate his or her research, becomes the fundamental

information concerning to the study to broader fields and also signs concisely the expansion of the research problem (McMillan; 2004:20).

The outline of this study are defined as follows:

This thesis was divided into four sections. It began with an introduction to chapter one. It consisted of the background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significances of the study, and scope of the study.

Chapter two was about the review of the previous study, theoretical study, and theoretical framework. The first part deal with some studies related to cohesive devices, coherence and background section. The second part was about the general concept of cohesive devices, coherence and background sections in final projects which followed by further detailed explanation of each sub-section. The last part was about a theoretical framework.

Chapter three contained research methodology that discussed research design, a method of collecting data, a method of analyzing data and triangulation. The first part included the researcher's role, a setting of the study, and object of the study. Method of collecting data was followed by the explanation of instruments of the study.

Chapter four explained results and discussion. The first part was about the result of cohesive devices and the last part was about the discussion of cohesive devices in the students' background section.

The last chapter, chapter five, was about conclusions and suggestion. The writer concluded this study based on results and discussion presented in chapter four. After that, the writer gave some suggestion and limitations about this study.

Based on the conclusion, it can be concluded that the cohesive devices from all category, grammatical cohesion and lexical cohesion is used mostly by undergraduate students. From this finding, the reader could get a better impression of the use of cohesive devices in students' background section. From this research, it is suggested that the writing teachers could help the students to improve their writing in daily life, especially in writing cohesion text. Mastering good writing through the help of cohesive devices could support the student's ability to make better communication with a mutual understanding.

CHAPTER II

REVIEW RELATED LITERATURE

This part is divided into three parts, they are the review the previous studies, review of theoretical studies and theoretical framework of the study.

2.1 Review of Previous Studies

This review of previous studies will give an explanation about some previous studies which have been conducted by previous researcher related to this study.

2.1.1 Discourse

The notion of discourse has been studied many times by different researchers with a different context, situation, and background. Although taking a researcher's study is acceptable in order to analyze its weakness, it is important to notice the previous study in order to get further insight into what current issue happens in the area. It avoids the meaningless study because what current issue happens in the area. It avoids the meaningless study because of choosing the same topic taken by a researcher unintentionally. Here, are some previous studies with a similar topic about discourse in text and context. The following are: (Syam, 2017; Winnastuti and Melania, 2010; Al-saawi, 2016; Arabi and Ali, 2014; Mahmoud, 2016, Putri and Triyono, 2018; Yuniawan, Rokhman and Mardikantoro, 2017).

Syam (2017) investigated discourse analysis studies language in use taking into account important elements such as coherence (unity of the text) and cohesion

(tools that tie together sentences, e.g. pronouns). American folktale “the monkey’s paw” is written by W.W. Jacobs. "The Monkey’s Paw". Clearly illustrates the old adage, "Be careful what you wish." It presents the usual Mr. White with magical items and allows his characters (curiosity, the desire to be free of debt) to destroy him. The monkey’s paw permits his wishes, but never the way he imagined. In his time, Jacobs was primarily known as a novelist of some funny novel. The sense of humor disclosure "The Monkey’s Paw," which is the use of what is now called black humor.

Winnastuti (2010) who analyzed about the appraisal of a foreigner who worked in Indonesia. The aim is to find out some personal feeling of working in Indonesia. An Australian who worked in Indonesia during some period of time was the main respondent. There are three episodes of conversation through the internet chat, namely Yahoo Messenger between the writer and the respondent. The conversation transcript was used as the data. Narrative story and discourse analysis were used as a perspective approach to analyze the story. The important themes discussed in the study are effect, appreciation, personal and moral judgment, and social judgment.

2.1.2 Cohesion

The notion of cohesion has been studied many times by different researchers with a different context, situation, and background. Although taking a researcher’s study is acceptable in order to analyze its weakness, it is important to notice the previous study in order to get further insight into what current issue happens in the area. It

avoids the meaningless study because of choosing the same topic taken by a researcher unintentionally. Here, are some previous studies with a similar topic about cohesion in writing. The following are: (Manalu, 2016); Fitriati, Wuli and Yonata, 2017; Seken and Suarnajaya, 2013; Priyatmojo, 2012; Aldera, 2016; Al-Hindawi and Krooz, 2017)

Manalu (2016) who analyzed about IT Del engineering students' use of cohesive devices in genre-based writing and the relationship between the number of cohesive devices used and writing quality. There were 30 writings selected out of 50 compositions written by the engineering students at IT Del. The quantitative analysis was performed to explore the results. The findings revealed that the students applied a variety of cohesive devices in their English compositions, among which reference category had the highest percentage, followed by lexical and conjunction categories. Furthermore, it was found that there is no significant relationship between the number of cohesive ties used and the quality of writing.

Fitriati and Yonata (2017) investigated examining the writing skills of a group of Indonesian graduate students of English. Particular attention has been focused on the coherence of their production of argumentative texts. Employing a discourse analytical case study, three texts written by three Master's degree students of the English language education at a local university in Central Java, Indonesia, The findings indicate that the students show a bit weakness on achieving coherent texts due to lack of optimization of cohesive devices especially conjunctions to create interconnectedness of the whole sentences in the texts.

Seken and Suarnajaya (2013) who were analyzing students' writings in terms of: (1) the types of cohesive devices used; (2) the types of topical progressions; and (3) the problems of coherence. The subjects investigated were 30 second grade students of SMAN 1 Labuapi. The result of the study indicates that cohesion and coherence have to be the emphasis in teaching writing and the English teachers have to be competent in evaluating the coherence of students' writings by applying TSA.

Priyatmojo (2012) investigated about what kinds of cohesive device mostly occur in the students' sentences, describing how to apply cohesion theory in the sentence-based writing class, and finding out whether the use of cohesion theory gives its positive significance to the cohesion of the students' sentences. The result of the study shows that cohesive devices mostly employed by the students are references followed by lexical, conjunction and substitution.

For most academic disciplines, the research article is the primary written text by which the results of investigations are recorded and disseminated, and research article writing and revision has become an area of considerable interest. (Martin Hewing, 2001). Some researchers have found a correlation between cohesive devices and writing quality (Liu and Braine, 2005; Wenjun, 1999; Witte and Faigley, 1981). According to Richards and Renandya (2002) the difficulty emanates both from generating and organizing ideas and translating these ideas into readable text. Halliday and Hasan (1976, 1989) believed that cohesion and coherence, as the two important textual elements have long been recognized as important features of good writing. It is commonly believed that highly scored essays include more lexical

collocations than do low scored ones (Johns, 1980; Zhang, 2000). They also held that lexical cohesion is the most commonly used category in both good and weak essays, followed by conjunction and reference (Johns, 1980; Zhang, 2000).

In other studies are (Prayudha, 2016; Mohamed, 2014; Karadeniz, 2017; Yusuf, 2014; Alyousefa and Alnasser, 2015; Rohim, 2009; Ayyash, 2013; Adesanni, 2010; Aghdam and Hadidi, 2015) conducted a research about an analysis of cohesion in text, newspaper, article, song script or book.

Then, Prayudha (2016) who conducted the research about cohesion and coherence devices of the editorials in The Jakarta Post. In this research, substantive data were texts consisting of cohesion and coherence devices. The sources were editorials in The Jakarta Post May 2011 edition that consisted of 28 editorial articles. Results of the analysis showed that editorials in The Jakarta Post May 2011 contain all kinds of cohesion and coherence devices. The editorials contain grammatical cohesion (reference, ellipsis, substitution, conjunction) and lexical cohesion (reiteration and collocation). Coherence devices (repetition, personal reference, transition) are also contained in the data.

Mohamed (2014) who emphasizes the linguistic definition problem of inter language translation. It examines some definitions of translation, uses them as a theoretic root to distinguish traits of translation activity and investigates the interrelation between cohesion and coherence across the framework of an equivalence-relevant analysis based on a theoretically logical translation of a highly refined translation corpus. The current paper also represents cohesive devices as

means of representing coherence, and specifies tendencies in translation processes. Coherence is not only examined here at the textual level but also with a due account of the underlying level. The results of this analysis illustrate that coherence in TT is supported by cohesive means which, though occasionally quite different from their ST equivalents, contribute toward achieving coherence at the overall text-in-context level.

Then, Karadeniz (2017) who analyzed about the relationship between Faculty of Education students' levels of using cohesive devices and their skills in creating a consistent text. The study was carried out at the Faculty of Education, Ahi Evran University in the 2014-2015 academic year. The students' skills in using cohesive devices, elliptical narrative and conjunctive components are varies significantly depending on the department in which they are receiving their education. It is observed that there is a highly significant relationship between the length of the text and coherence and consistency.

Tseng and Liou (2006) inquired about the effect of online conjunctions materials on college EFL students writing. They argued that inappropriate utilization of conjunctions in English, which leads to incoherent writing, is because of first language interface, misleading lists of connectors, and improper exercises.

Robert (2009) following Dooley and Levinsohn's (2001) analytical methodology described different aspect of discourse analysis including introductory description of discourse studies in Persian language. They have stated that their study

is just an introductory work which guide people in knowing how discourse studies in Persian can be managed based on Dooley and Levinsohn (2001).

In analyzing cohesive ties in English as a foreign language student's writing, Rostami and Abu. Saeedi (2010) investigated about the most frequently used cohesive devices in his sample. He came to surprising conclusion, poor students were expected to have low density of cohesion, because they could not combine sentences together coherently e.g. by use of conjunctions. So, he realized that, in his study, conjunctions are not a discriminating factor between good and poor students. Also it was observed that the frequently of additives were higher in both group, followed by temporal. In addition, adversative and causals had almost the same frequency of occurrence.

Seddigh, Shokr-pour and Kafi- Pour (2010) analyzed lexical cohesion in English and Persian abstract based on Seddigh and Yarmohammadi's (1996) lexical cohesion framework. They used the SPSS package for contrastive analysis. The results indicated that there was some similarities and differences in the application of lexical cohesion in their corpus. All sub-types had near the same occurrences in the two sets of data and the two – tailed t-test revealed that differences between their application in English and Persian abstracts are not statistically significant. Both language reported repetition as the most frequent sub-type, but synonymy and meronymy were the least used sub-categories.

Gonzalaze (2011) investigated lexical cohesion in multiparty conversations. He presented an integrated model of lexical cohesion called associative cohesion. His

research data consisted of 15, 83% word – corpuses of broadcast discussion. The analysis of 11/199 lexical ties illustrated that repetition (59%) is the most frequent sub- category of lexical cohesion, followed by associative cohesion (24%) and inclusive relations (8.2%).

More recently, Young and Sun (2012) explored the use of cohesive devices in argumentative writing by Chinese Sophomore and senior EFL learners. The results of ellipsis and substitution analysis revealed that two devices were mostly found in spoken language and were seldom used in formal written discourse. About 67% of the sophomores and 70% of the seniors had not used these devices; because they had become aware of the inappropriateness of using ellipsis and substitution of using ellipsis and substitution in formal writing. It is noteworthy as for as the authors of the present study bare searched, most of the studies on cohesion of language are based on Halliday and Hassan (1976). Also, Dooley and Levinsohn's (2001) is just an introductory work. Thus, the authors did not find any similar paper that have chosen Dolley and Lerinsohn's (ibid) point of view. In order to compare their finding with the result of the present article, so, the author's purpose is to illustrate the presented concepts of Dolley and Levinsihn (ibid), by examining further text than those they have prepared, to see whether Dolley and Levinsohn (ibid) framework can be extended to Persian speech analysis or not.

After that, Ratnasari and Sudartini (2016); Winasih (2009); Goldman and Murray (1992); Gunawan (2010) were conducted a research about an analysis of cohesion in speaking skill. Ratnasari and Sudartini (2014) was conducted the use of

cohesive devices in the speech. The objectives of this research were to identify the types of cohesive devices used in the speech of students of speaking IV class and to explain how the occurring types of the cohesive devices reflect the semantic relation in the speech of speaking IV students in relation to their text clarity. The research findings were checked by conducting triangulation. The results of this research showed that the most frequently cohesions appeared in the speech are conjunction, reference, and lexical reiteration. Meanwhile the occurrences of ellipsis, substitution, and lexical collocation were the least.

Some other studies were conducted by Geva (1986); Suwandi and Wahyuni (2015); Stephanus (2007); Chotimah and Rukmini (2017); Prakoso and Purwanti (2018); Rohmawati (2012), they were conducted a research about an analysis of cohesion in reading skill.

Rahmawati (2012) who analyzed the realization of grammatical and lexical cohesive devices in reading texts from the book entitled “Chicken Soup for the Soul in the Classroom”. The ten reading texts were selected as the corpus of the study. They were then analyse using qualitative descriptive approach. Based on the qualitative analysis, it was found out that the texts are considered to be cohesive because the level of cohesiveness are very high, i.e. more than 95%. From the result of the study, it can be concluded that the texts fulfil the requirements of becoming a good text and they can be used as alternative material for teaching recount texts for Indonesian students.

Stephanus (2007) investigated about the possibility that there might be a significant improvement the students' reading comprehension achievement following the treatment through Cohesive Device Recognition Skill-Building Exercises. It was conducted under the principles of the one group pretest-posttest (repeated-measures) design. The result shows that t -observe (6./79) is higher than Hable (2.704) which means that there is a significant improvement on the students' reading comprehension achievement following the treatment.

2.1.3 Coherence

The notion of coherence has been studied many times by different researchers with different context, situation, and background. Although taking a researcher's study is acceptable in order to analyze its weakness, it is important to notice previous study in order to get further insight about what current issue happens in the area. It avoids the meaningless study because of choosing same topic taken by a researcher unintentionally. Here, are some previous studies with the similar topic about coherence. The following are: (Yuan, 2014; Ardriyat and Hartono, 2004; Patriana, Rachmajanti and Mukminatien, 2016; Priyatna, 2017; Nopita, 2011; Rustipa, 2013; Carascalao, Yustino and Hasanah, 2015) were conducted a research about coherence. Adriyati and Hartono (2004) who investigated about contextual coherence in recount essays. Learners often have problems with the use of cohesive devices, grammatical structures, and the schematic structure of a recount. In fact, those three problems are the components that support contextual coherence. When there are problems in those components, contextual coherence cannot be achieved.

Patriana, Rachmajanti and Mukminatien (2016) conducted study Discourse Markers (DMs) to build coherence in English compositions. It employs a descriptive design, analyzing 52 target DMs and how they are used in 21 argumentative papers. The participants of the study were 21 Master's students majoring in English Language Teaching (ELT). The results reveal that the participants employ 44 DMs in 234 occurrences, and use some DMs inappropriately in 118 occurrences.

Rustipa (2013) investigated the study about the coherence of English articles, such as argumentative discourses by Indonesian professionals. The study is descriptive and qualitative in nature. It applies both topical and paradigmatic analyses. The data of the study include 14 English articles found in the "Opinion Forum" of *The Jakarta Post*. The research results reveal that, for the most part, English argumentative discourses by Indonesian writers are developed only partly coherently.

Then, Carascalao and Hasanah (2015) conducted the study deals with an analysis of abstract using micro-level coherence and macro-level coherence suggested by Thornbury. This article conveys the theoretical foundation of text, paragraph, abstract, types of abstract, coherence, micro-level coherence and macro-level coherence. The result shows that by using the analysis of micro-level coherence and macro-level coherence the writer found that the abstract of Mansoor (2015) from University of Central Missouri.

2.1.4 Formal Writing

The notion of formal writing has been studied many times by different researchers with different context, situation, and background. Although taking a researcher's study is acceptable in order to analyze its weakness, it is important to notice previous study in order to get further insight about what current issue happens in the area. It avoids the meaningless study because of choosing same topic taken by a researcher unintentionally. Here, are some previous studies with the similar topic about formal writing or writing strategy. The following are: (Husin and Nurhayati, 2017; Kusumawardhani and Paramitha, 2015; Nugroho and Henriono, 2009; Sumarsono and Araffi. 2017; Suseno and Marita, 2015; Anggrayani and Saleh, 2015)

Husin and Nurhayati (2017) who examined the thesis quality of students of English Department at IAIN Samarinda. Through the descriptive-quantitative research, the thesis quality of students of English Department at IAIN Samarinda is reviewed from the aspects of language, structure, concepts understanding, theoretical framework, methodology, content, writing mechanism, and references used. The result shows that the average score of thesis written by 14 English Department students at IAIN Samarinda academic year of 2013 is 3.16 which is in the range of 2.61-3.40 scale, which is quite good quality.

Kusumawardhani (2015) conducted the research about the errors which have been made by the learners in their English narrative composition. The errors that have been found in the compositions are 30 items or 15% for errors of selection, 25 items or 12, 5% for errors of ordering, 115 items or 57, 5% for errors of omission and 30

items or 15% for errors of addition. Some identifying, classifying, analysing and correcting the errors have been done to correct the errors that have been found.

Sumarsono & Araffi (2017) who applied the research about explored sophomore students' needs in learning English writing at the Faculty of Education for Language and Arts, IKIP Mataram. To achieve this purpose, classroom observation, questionnaire, and documentation were conducted to collect data. Based on the result of the questionnaire survey, the findings show that the students' proficiency level is at the elementary level. The findings are used as foundation knowledge to develop writing materials for students.

The previous studies above show cohesion on the different aspects. Here, researcher had be focus on the use of cohesive devices to achieve coherence in the background section of the students' formal writing. The present study is similar with the previous study because they are analyse cohesive and coherence of texts and these two aspects are significant in creating a unified text. Moreover, the accuracy of devices used in the texts were also examined in these two studies. However, there are some differences between them. They are data sources, units of analysis and the theory used in analysing the data. In the present study, the data sources are the backgrounds of final project from undergraduate students at Universitas Negeri Semarang. For units of analysis, the difference between the present study and the previous one is on coherence devices investigated.

2.1.5 Gaps Identification

The studies reviewed above show that there are many cohesive devices have been conducted in various contexts such as what kinds of cohesive devices mostly occur in the students' sentences, cohesive devices of the editorials in the newspaper, lexical cohesion in conversation, and analysis of cohesion in reading. However, studies of cohesion in the field have not much done yet. They only studied about one of the cohesive devices not the whole of cohesive devices. Whereas, knowing the whole of cohesive devices is very important. Therefore, this research intends to fill the gap with the focus on the use of cohesive devices in students' background section. This study is needed to be done to give a contribution to the theory of cohesive devices in terms of grammatical cohesion and lexical cohesion, and its contribution to English language teaching and learning in the Indonesian context.

2.2 Reviews of Theoretical Studies

This review of theoretical background will give an explanation about some theories related to the study. It will about discourse, coherence and cohesion.

2.2.1 Discourse

While language is characterized as a means of human communication that comprises speaking, writing, and nonverbal expressions (Simpson 2001), communication itself refers to the process via which individuals and institutions exchange information among them (Tracy 2001). Therefore, researchers' definitions

of discourse mostly refer to people's language in use. Gee (2011, p. 30), for example, defines discourse as "... a characteristic way of saying, doing, and being", and it contains different features that distinguish individuals and contexts. Moreover, Scollon and Scollon (2001) add a social dimension to a discourse by explicating that it is also concerned with habits and social conventions because people in any community are shaped and recognized through discourse and social interaction.

2.2.2 Cohesion

Generally, the concepts of cohesion are more technical and less familiar to many people compared to other language-related elements, such as text length, content, and grammar (Bae:2001). For Castro (2004), it refers to the connection which links ideas in a text and causes the flow of thoughts to be clear and meaningful for the reader. Similarly, Kuo (1995) believes that it is the meaningful relationship among elements of a text, originating from thematic development, an organization of information, or the communicative function of a specific discourse.

Concerning the concept of cohesion, a review of theoretical resources reveals that it has significantly been one of the most productive areas in the examination of texts (Thompson 2006). For readers to be able to understand the semantic relations within and across sentences in a text and decode some elements, such as nouns, pronouns, and demonstrative adjectives, they have to examine all the other surrounding elements included in that text. Furthermore, the theory explains that cohesion denotes the continuity which is created between parts of the text through employing some specific elements which can be lexical or grammatical. In this

respect, Mahlberg (2009) in her explanation of cohesion has presented the notion of the property of connectedness.

Indicating the flow of information within a text, such connectedness is reflected by the choice of vocabulary items and grammatical linking words that contribute to textual relations. Most researchers assert that cohesion has a significant impact on the comprehensibility of texts, and highlight the role which should be played by readers to use text features in order to recognize the information presented in these texts. For example, Hoey (1991) asserts that readers are required to look to the surrounding sentences to interpret the cohesive devices included in a text. Correspondingly, Stoddard (1991), by defining cohesion as a mental construct, believes that readers are expected to exert mental effort to interpret cohesive devices used within texts.

These text-forming devices, according to Nunan (1993), allow writers and speakers to construct relationships across utterance or sentence boundaries. Because they come in different sets, cohesive resources; devices, establish different kinds of boundaries and may point out different kinds of links within the chunks of text (Thompson & Thompson 2001).

2.2.3 Cohesive Devices

The concept of cohesion accounts for the essential semantic relations whereby any passage of speech or writing is enabled to function as text. The guiding principle of language is that grammar expressing the more general meaning and vocabulary

expressing more specific meaning of the language. Cohesive relation is compatible with those patterns, so cohesion is expressed partly through grammar and partly through vocabulary. In other words, some of the cohesion expressed through grammatical and some other of cohesion expressed through lexical.

Koturova (1979) classified all cohesive devices into three groups depending on the aspect they express: lexical, functional and logical. When studying punctuation of research papers in Mathematics and Computer Science written in English, where this category is more explicit than in others (Koturova, 1979), it is important to consider the devices that signal the logical relationship and reveal the logical aspect of the cohesion category, i.e. connectives, also referred to as discourse markers (Witchmann, 2009).

Halliday & Hasan (1976) systematize the concept of cohesive devices by classifying it into two 'big' types of distinct categories—grammatical cohesion and lexical cohesion. Grammatical cohesion is a semantic relation that expressed through the grammatical system while the lexical cohesion is a semantic relation that expressed through lexical system. In other words, grammatical cohesion is semantic relation among element marked by grammatical devices (a language used in relation to grammar).

Grammatical cohesion is divided into four devices: reference, substitution, ellipsis, and conjunction. While lexical cohesion is lexical relation among parts of discourse to get harmony structure in a cohesive manner. Lexical cohesion is divided into two devices: reiteration and collocation. Through these categories, the concept of

cohesion by Halliday and Hasan emerging as the most comprehensive explanation about the analysis of relationship among sentences within a text.

Halliday and Hasan's theory was chosen for this research because they provide a more detailed explanation and it was as the improvement from the previous explanation from another expert. There are only slight differences among all definitions of cohesive devices since most of them have the same theory. Halliday and Hasan (1976) for example divided cohesive devices into two categories; grammatical cohesion and lexical cohesion.

In addition, Halliday Hasan's theory also applied in many research and most of them were stated in this research as its previous studies. The previous definition from several experts will help to seek a way to expand the theory of cohesive devices since its development is still an ongoing process where further research needed. Concerning about Halliday and Hasan's theory that is used in most of the studies, it was decided to use it as the theory that supported this research.

2.2.3.1 Grammatical Cohesion Devices

The types of relationship under grammatical cohesion are all of the aspect found within the grammar of the language. Halliday & Hasan as cited in Mulyana's book provides the grammatical cohesion of basic categories are pointing into four categories and called as reference, substitution, ellipsis, and conjunction.

1. Reference

There are certain items in every language which have the property of reference, they make reference to something else for their interpretation. These items are directives indicating that information is to be retrieved from elsewhere. So much they have in common with all cohesive elements. What characterizes this particular cohesion is called reference. Based on the statement, cohesion is divided into two types: Grammatical Cohesion (based on structural content) and Lexical Cohesion (based on lexical content and background knowledge). Reference is part of the grammatical unit. According to Renkema (2001) reference concern the relation between a discourse element and a preceding or following element. The referential meaning and the identity or class of things that are being referred are the information that will be taken in the reference case. When the same things enter into the passage for the second time, their cohesion found within the continuity of reference. Reference divided into three types which have different uses. They are a personal reference, demonstrative reference, and comparative reference.

a. Personal Reference

Personal reference is expressed by personal pronouns and serves to indicate individual or object in a discourse. It is referenced by means of function in the speech situation, through the category of person. The category of personal reference includes:

- Personal pronoun: a pronoun that is associated primarily with a particular person, in the grammatical sense.
- Possessive determiner (possessive adjective): a type of function word used in front of a noun to express possession or belonging.
- Possessive pronoun: a possessive pronoun is used to show possession, or to point out the person who own the object. It replaces a noun within a sentence.

It can be seen in the table below.

Then, here are the examples of personal reference:

Personal pronoun:

*Dara is my friend. **She** lend me two interesting book. **She** refers to Dara.*

Possessive determiner/possessive adjective:

*Tomy and Jack are in the bedroom. **Their** mother is cooking in the kitchen.*

Here, *their* refer to Tomy and Jack.

Possessive pronoun:

*We wrote that poem yesterday. Do you like **ours**?* In this sentence, *ours* refers to We.

b. Demonstrative Reference

Halliday & Hasan revealed that basically demonstrative reference is a kind of the appointment of orally where speakers identify the referents by means of put him in scale distance. It is essentially a form of verbal pointing. The speaker identifies the referent by locating it on a scale of proximity. Meyer states that “similar links can be

created with other third-person pronouns, such as *he/him/his*, *it/its*, or *they/them/their* as well as with demonstrative pronouns such as *this/that* and *these/those*”.

An example of demonstrative reference is:

“Will you play football today?”

“Of course,” said Andy.

*“Okay. You’ll see me **there**,”* said Ronald.

From the sentences, ***there*** refers to the place where playing football will be happened.

c. Comparative Reference

Comparative reference expressed by adjectives and adverbs that serves to compare elements in discourse in of view in terms of identity or in common. The relation of identity of similarity by the use of adjectives and adverbs: same, system of demonstrative reference can be seen in the table below identical, better, more, less, etc is established by comparative reference.

General comparison is a comparison that states the same, similar, or different. In this general comparison, two things could be the same, similar or different. While, particular comparison is comparison that is relating with quantity or quality. It is expressed with ordinary adjectives or adverbs in some comparative form. Then, general comparison and particular comparison can be seen in the table below: This reference is divided into two: general comparison and particular comparison.

General comparison:

*They were three **different** shapes.*

The word *different* in that sentence means different to each other.

Particular comparison:

She is a better woman than I am. The sentence is comparison of quality, with an Epithet as comparative, and I as a referent.

Table 2.1 Summary of Reference Categories

1		Personal	
1-1	Personal pronoun	He, him, she, her, I, me, We, us, they, them	John has moved to a new house. He had it built last year.
1-2	possessive determiners	his, her, my, your, our, their	John's house is beautiful. His wife must be delighted with it.
1-3	Possessive Pronoun	His, hers, theirs, its, mine, ours, yours	That new house is John. I didn't know it was his .
2		Demonstratives	
2-1	demonstrative, near	this/these, here	We're going to the opera tonight. This will be our first outing for months.
2-2	demonstrative, far	that/those, there	They broke a Chinese vase. That was valuable.
2-3	definite article	the	Last year we went to Devon for a holiday. The holiday we had there was the best we've had.
3		Comparatives	
3-1	General Comparison (identity, similarity, difference)	They've given us special places in the front row. Would you prefer the other seats?	
3-2	Particular Comparison (terms of quantity, terms of quality)	Apparently Brown resigned, when his proposal was rejected. I wish he could have acted less precipitately.	

2. Substitution

Substitution is the replacement of a word or element in a sentence with a particular word on lexicogrammatical level. Substitution is word relation, not meaning. Hence, substitution occurs on grammar and vocabulary level. In English, the substitute may function as a noun, as a verb, or as a clause. So, Halliday & Hasan divide substitution

into three parts: nominal substitution, verbal substitution, and clausal substitution. Substitution and reference have a similarity in the process, both substitution and reference equally involving some linguistic item substituted with other item. The difference is, substitution involving the broader range of item, not only noun and pronoun but also verb and adverb.

a. Nominal Substitution (one, ones, same)

Nominal substitution is a replacement of lingual unit that categorized nominal with other part lingual that have same category. It is usually expressed by substitute *one/ones* (singular/plural) and *same*. However, *one* is not only as a substitution but also as personal pronoun *one*, cardinal number *one*, determiner *one*, and general noun or pronoun *one*.

Example:

A: *I'll have two poached eggs on toast, please.*

B: *I'll have the same.*

Here, the use of **same** is a nominal substitution and it *two poached eggs on toast*.

b. Verbal Substitution (do/does)

Verbal substitution is a replacement of lingual unit that categorized verbal with other part lingual that have same category. That verbal substitute is *do*. This operate as Head of a verbal group, in the place that is occupied by lexical verb; and its position is always at the end of group.

Example:

I don't know the meaning of half those long words, and, what's more, I don't believe you do either.

Do in that sentence substitutes for *know the meaning of half those long words*.

c. Clausal Substitution (so, not)

There is one further type of substitution in which what is presupposed is not an element within the clause but an entire clause. That is clausal substitution. Clausal substitution is a replacement of lingual unit that categorized clausal or sentence with other part lingual.

Example:

Britney will hold a concert in Wonogiri if she said so.

In the example, the word *so* substitutes for *will hold a concert in Wonogiri*

Table 2.2 Summary of Substitution Categories

1			
Nominal Substitutes			
1-1	For noun Head	One/ones	These biscuits are stale. - Get some fresh <u>ones</u> .
1-2	For nominal Complement	The same	I'll have two poached eggs on toast, please. I have <u>the same</u>
1-3	For Attribute	So	John felt it was disappointing. He said <u>so</u>
2			
Verbal Substitutes			
2-1	For Verb	Do, Be, Have	Does Granny look after you every day?- She can't <u>do</u> at weekends
2-2	For process	Do/Be so	Shall I make an announcement? You can <u>do so</u>
3			
Clausal Substitutes			
3-1	Positive	So	They've failed. then?- I regret <u>so</u>
3-2	Negative	Not	Has everyone gone home? - I hope <u>not</u> .
Substitute Clause functioning as:			
Conditional	Everyone seems to think he's guilty. If <u>so</u> , no doubt he'll offer to resign.		
Reported	Is this mango ripe? -It seems <u>so</u> .		
Modalized	Would you like cats if you were me? " <u>Perhaps not</u> ," said Alice.		

3. Ellipsis

In writing, sometimes writers do not need to provide a substitute for a word or phrase which has already been said. This process is called ellipsis. Ellipsis is omitting information that has been given in the previous sentence. It is releasing of a word or part of sentence. It is normally required by the grammar which the speaker/writer assumes are obvious from the context and therefore need to be raised. Basically, there are similarity process between ellipsis and substitution; hence, ellipsis could be called *substitution by zero*. Those are called similarity process because both of ellipsis and substitution are regarding replacing the element of language, but ellipsis is replacing none thing. Ellipsis avoids repetition, so readers should be aware and be able to catch

the missing words within the context. Same as substitution, ellipsis has three types: nominal ellipsis, verbal ellipsis, and clausal ellipsis.

a. Nominal Ellipsis

Nominal ellipsis is ellipsis occurred in the nominal group. Halliday & Hasan divided nominal ellipsis into three parts: Deictic, Numerative, and Epithet. *Deictic* involves the class of determiner (demonstrative, possessive and indefinite determiners), *numerative* is a part of ellipsis that showed by numerals or other quantifying words which formed of three subcategories: ordinal (first, next, last, second, third, etc), cardinal (one, two, three, four, five, etc), and indefinite quantifier (many, much, more, most, few, several, a little, lots, a bit, hundreds, etc), while *epithet* is usually qualified by an adjective.

Examples:

Deictic

*My kids practice an awful lot of sport. **Both** are incredibly energetic.*

The word **both** functions elliptically. It refers back to my kids. The word ellipsis here is *my kids*.

Numerative

*Tara was the **first** person to sing. Dara was the **second**.*

The word **first** and **second** functions numerative.

Epithet

*Chilis are **the most expensive** in wet season.*

This sentence we may fairly ask “*the most expensive what?*”. The most expensive is an elliptical group presupposing some item such as fruit. Hence, the word ellipsis here is *vegetable*.

b. Verbal Ellipsis

Verbal ellipsis is ellipsis occurred in the verbal group. There are two types of verbal ellipsis: lexical ellipsis & operator ellipsis. Lexical ellipsis means the omitting lexical word of the verbal group. All of the modal operators (*can, could, will, would, shall, should, may, might, must, ought to, and is to*) could not be function of lexical ellipsis, just two other modal operators can be function of lexical ellipsis those are *need* and *dare*.

Meanwhile, operator ellipsis is another type of verbal ellipsis. It is also called as ellipsis “from the left” which means that operator ellipsis involves only the omission of operator without omits the lexical verb.

c. Clausal ellipsis

Clausal ellipsis is ellipsis within the clause. In English, the clause is considered as the expression of the various speech functions, such as statement, question, response, and so on, has modal element and propositional element as the parts of clausal ellipsis structure. Modal element consists of speech function of the clause such as subject plus finite element in the verbal group. Furthermore, the remaining part of the verbal group is propositional element.

Here, the example of clausal ellipsis:

A: “*Why did you only set four places? Alice’s staying for dinner, isn’t she?*”

B: "Is she? She didn't tell her."

In this example the omission falls on the *Alice's staying for dinner*.

Both substitution and ellipsis can only be utilized when there is no ambiguity within the context that have been substituted and ellipted. If there is more than one possibility, the result can be confusion.

4. Conjunction

Against with some types of cohesion that we discussed before, conjunction is different. It does not depend on items of linguistic which occur in previous context. While, it relates various expression which occur between previous clause or sentence and follows clause or sentence. It refers to a specification of the way in which what is to follow is systematically connected to what has gone before. This is usually achieved by the use of connectives. Also, conjunction is concerning between sentences in order has the whole idea and harmony. To prove that conjunction as part of cohesive device, the focus is not only on grammar of language and relation of semantic, but their certain aspect. That is, the relation of their function with the other elements of linguistics which found in a set of sentence but not related by structural. Conjunction usually used by the writer to ease the interpretation of the text, frequently by signalling a relationship between segments of the discourse, which is the specific function of conjunction. They are not a way of simply joining sentences. Their role in the text is wider than that, because they provide the reader with information for the interpretation of utterance; that is why some linguists prefer to describe them as a discourse markers. Next, Halliday and Hasan classified four types

of conjunction. They are additive, adversative, causal, and temporal. Each type of conjunction has different markers that show a relation between parts of text.

a. Additive Conjunction

Additive conjunction contributes to give additional information without changing information in the previous clause or phrase. By the coordinating conjunction *and* and other transitional expression such as *also* and *in addition*, additive or addition conjunction is signaled in the text.

b. Adversative Conjunction

Adversative relation basic meaning is contrary to expectation. The expectation is come from the content of what is being said. Adversative conjunction is marked in the text by the coordinating conjunction *but* and other conjunctions such as *however*, *instead*, and *in contrast* that mark the difference or contrast between parts of a text.

c. Causal Conjunction

Causal conjunction marks the relationship of reason, result, and purpose. Causal relationship is marked by expressions such as *therefore*, *as a result*, and *so*. *So* is an informal marker of causation. On the other hand, *therefore* or *as a result* are used in more formal text.

d. Temporal Conjunction

Temporal conjunction specifies the time sequence relationship which exists between sentences. This temporal relation is expressed in its simplest form by *then*. Besides that there are still many sequential senses like *after that*, *an hour later*, *finally*, *at last* and other expressions.

Here is an example of each conjunction:

For the whole day he climbed up the steep mountain side, almost without stopping.

(1) *And in all this time he met no one.* (additive)

(2) *Yet he was hardly aware of being tired.* (adversative)

(3) *So by night time the valley was far below him.* (causal)

(4) *Then, as dusk fell, he sat down to rest.* (temporal)

2.2.4 Lexical Cohesion Devices

Lexical cohesion does not deal with grammatical and semantic connections but with connections based on the word used. Lexical cohesion divided into two types: reiteration and collocation.

1. Reiteration

Reiteration is a part of lexical cohesion which involves the repetition of a lexical item, that is, the use of the general word to refer back to a lexical item and a number of things in the using of a synonym, near-synonym, or superordinate. In general, according to definition above reiteration is divided into following four types

a. Repetition

The most common form from all of the lexical cohesion devices is repetition, that is the repetition of words or word phrases occurred within the text.

For example:

*There was a large **mushroom** growing near her, about the same height as herself; and, when she had looked under it, it occurred to her that she might as well look and*

*see what was on the top of it. She stretched herself up on tiptoe, and peeped over the edge of the **mushroom**,...*

There is *Repetition*: **mushroom** refers back to **mushroom**.

b. Synonym

Synonym is the repeating word by using another word that has the same meaning or almost the same. Here, the example of a synonym:

*Accordingly ... I took leave, and turned to the **ascent** of the peak... The **climb** is perfectly easy...*

Climb refers back to **ascent**, of which it is a *Synonym*.

c. General Word

The last form of lexical cohesion is general word. These can be general nouns, as in 'thing', 'stuff', 'place', 'person', 'women' and 'man', or general verbs, as in 'do' and 'happen'. *and so he went off to Wolverhampton Poly which he selected for, you know, all the usual reason, reasonable **place**, reasonable course, reasonable this a reasonable that term to do computer science which of course all the kids want to do now term twentieth century- no it isn't it's a sort of nineteen eighties version of wanting to be an engine driver.*

2. Collocation

The second type of lexical cohesion is collocation. It deals with the relationship between words on basis of the fact that these often occur in the same surrounding. Collocation is part of lexical cohesion that is achieved through the association of

lexical items that regularly co-occur. Collocation is regular combination of words in which to fulfill the meaning, these words must occur together such as *fast food* instead of *quick food* and *powerful engine* instead of *strong engine*.

Halliday and Hasan state that “collocation is the various lexical relations that do not depend on referential identity and not of the form of reiteration accompanied by *the* or *demonstrative*”. It reoccurrence of an item in the text but the repeated item is not exactly the same with the referred item, but the item in some way is typically much the same with one another because they tend to occur in similar environment. And collocation includes pairs of words drawn from the same series and part to whole also part to part. In other words, collocation is a certain word that can only occur with certain word. In the following, the using of the general to noun ‘place’ to refer back either the ‘poly’ or to the city.

Pair of words that have opposite meaning.

For example: *basement ... roof, roads ... rail, red ... green.*

Pair of two words drawn from the same series.

For example: *dollar ... cent, north ... south, colonel ... brigadier.*

Part to whole.

For example: *car ... brakes, box ... lid.*

Part to part.

For example: *mouth ... chin, verse ... chorus (on refrain)*

Here, the whole example:

*Why does this little boy wriggle all the time? Girls don't wriggle.*⁵⁷

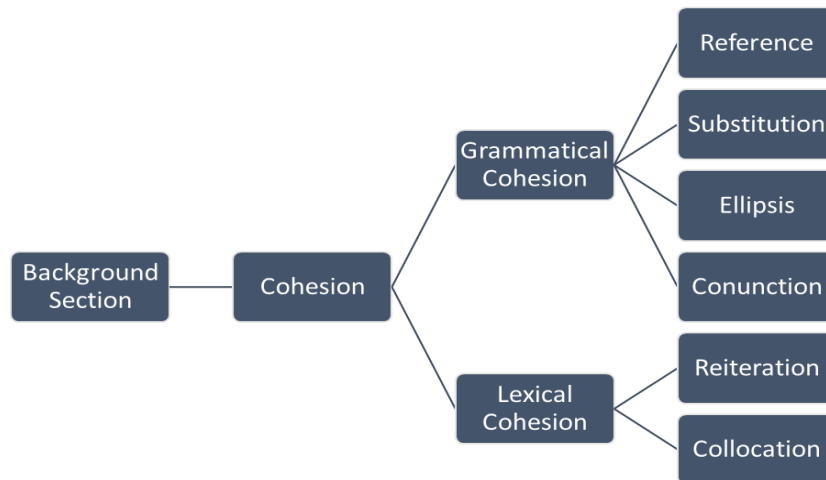
This is clearly a systematic relationship between *boy* and *girl* as a pair of words. Their relation is by particular types of oppositeness that have opposite meaning.

2.2.5 Summary

This study describes the use of cohesive devices in the background section of the students' formal writing to achieve coherence. I can summarize that the student use of cohesive devices in their background sections is to construct meaning in discourse. Bond of cohesion is realized with the use of grammatical cohesion devices that include a reference, substitution, ellipsis, and conjunctions, as well as a tool in form of lexical cohesion, collocation and reiteration. Cohesive devices is an important tool used for the students' background sections to connect the meaning of the sentence with other sentences in the paragraph and to establish linkages in the written discourse.

2.2 Theoretical Framework

Richards and Schmidt (2002) added that theoretical means a statement of a general principle or set of propositions, based upon reasoned argument and supported by evidence, that is intended to explain a particular fact, event, or phenomenon. It can be concluded that a theoretical framework is general principles consists of experts theory that helps the writer to describe certain phenomena based on the evidence or facts. In this research, the writer used a written text as a source of data which was a background section of the final project. The theoretical framework of this research is displayed next page.

Figure 2.1 Theoretical Framework

The figure above shows that writing is a method of expressing our thought to others in a written form such as the background of the final project. Based on the theory of the cohesive devices offered by Halliday and Hasan (1976), there are two elements of text, internal and external element. An internal element called cohesion and external element called as coherence. In internal element (cohesion) it is constructed by grammatical and lexical devices. Grammatical devices consist of reference, conjunction, substitution, and ellipsis. Then, lexical devices consist of reiteration and collocation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer discussed conclusion for this present study and suggestions for future research and for educational practitioners, i.e the teacher and the writer. The conclusion refers to the finding and discussion such mentioned in the previous chapter. The conclusion is also highlighted to answer seven research questions which are stated in the first chapter of this thesis

5.1 Conclusion

Based on the six research questions proposed in this study, there were six conclusions must be presented. The conclusion was elaborated to draw some more detailed conclusion. In the first research question, the use of reference in the students' background section. The total amount use of reference was 395 appropriately used including 119 personal references, 237 demonstrative references and 39 comparative references. Based on the result, I concluded all processes of reference were used in students' background section.

In the second research question, the use of substitution in students' background section, based on the data collected through documentation, there were 6 kinds of cohesive devices used in the background sections. The substitution was 122 used, there were 22 sentences of nominal substitution appropriately used, 65 sentences of verbal substitution and 35 clausal

substitution appropriately used. I concluded all processes of substitution were used in students' background section.

In the third research question, the use of ellipsis in students' background section, based on the analysis the ellipsis was 174 used, there were 89 of nominal ellipsis, 83 of verbal ellipsis and 2 clausal ellipsis. I concluded all processes of substitution were used in students' background section.

Then, the fourth research question, the use of conjunction in students' background section. Based on the analysis, the conjunction was 214, there were 138 of additive conjunction, 27 of adversative conjunction, 37 of clausal conjunction and 12 of temporal conjunction. I concluded all processes of conjunction were used in students' background section.

In the fifth research question, the use of reiteration in students' background section. Based on analysis, the reiteration was 292 appropriately used, there were 61 repetition of key words appropriately used. They repeated words/nouns in the sentence and paragraph. In fact, there was no connection of ideas when the words of repetition keywords were used. Then, 8 of synonym, 1 subordinate and 222 general words. I concluded all processes of reiteration were used in students' background section.

In the sixth research question, the use of collocation in students' background section. Based on the analysis, the collocation was 72 appropriately used. The answered to the six questions were obtained by

analyzing the use of cohesive devices in the background sections of students' final project to achieve coherence. I concluded all processes of collocation were used in students' background section.

5.2 Suggestions

Based on the result of this research, there are some suggestions this may be useful to be considered. They are described as follow:

- a. By observing the result of this research, the writing teacher should improve the using of cohesive devices to achieve coherence in students' formal writing. It could be done by learning processes to prevent incoherent text of students writing.
- b. The students should study about how to use the cohesive devices to achieve coherence in written form.
- c. It is also suggested to the next researcher to do research about coherence in written form and other language skills. It is intended to see and compare the result among them. The result is also useful to seek the most effective way to overcome those useless of each kind of cohesive devices and each language skill.

5.3 Limitations

There are two limitations of the present study that might be used as the consideration for future study. The first limitation is cohesive and coherence occurrence and frequency had to be reviewed manually. The writer needs so many times to analyze it. The second limitation is that the main focus of the study was on examining cohesive devices and coherence only, not focused on the content of background sections.

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