

CHAPTER I

INTRODUCTION

This chapter contains background of the study, problems of the study, objectives of the study, and the definition of the key terms.

1.1 Background of the Study

Every scientific work, whether it is in the form of article, thesis or dissertation, must be initiated with an abstract. An abstract is a short summary written by a writer or researcher at the beginning page of his or her thesis or research report. Its size can be as few as 90 words or as long as a full page. An abstract has information on the topic, the research problem, research design, basic findings, conclusion and suggestion, John and Katz (2000). Readers then use the abstract to screen information and decide whether the entire report should be read.

An abstract helps the readers to determine whether the full report contains important information. Abstract also gives serious readers who intend to read the full report a quick mental picture of the report which makes reading the report easier and faster. The easier the reader read an abstract, the easier they understand the research report content. Since an abstract is a significant part of an academic writing that will be read by educational people, it becomes extremely important then for researchers to make their abstracts as clear as possible which is characterized by well structured sentences and united text.

As the beginning page of thesis written by students English Study Program of Universitas Brawijaya, for instance, abstract must be written in a clear and concise way. Consequently, to make the thesis reader easy to understand the content, the students must be able to establish good structured sentence and well-built paragraph. It is of course is not easy to do. The student must maximize their writing skill to make a good writing.

Writing is not simply a matter of expressing the ideas in good language on a piece of paper. Writing will not be easy to understand if the relation among parts is not tightly related. Therefore, writing is not just a matter of using good language, but also a matter of using ability to create unity in a text. From this statement, it can be concluded that to create a good writing students have to combine their skill of using a well-pattern language and their ability to relate sentences and paragraph to become a united text. A text cannot be separated from the usage of sentences. Sentences that are used in a text must be arranged in proper way in order it can be communicative. According to Cook (1989), he defines discourse as language for communication that is one that has the feeling of coherence and meaningfulness. Then, the text must have connectedness and should not just group of unrelated sentences.

Halliday and Hasan (1976, p.1) argue that text is not just a collection of unrelated sentences, but each sentences must have connectedness to the related sentence in the text. Halliday and Hasan mention that each sentence in the text, or at least in one paragraph must has connectedness. Renkema (2004, p.103) cites that the important thing in discourse is the fact that the sentences or utterances are

link together. The one of this important thing is called as cohesion. To do so, knowledge on cohesion devices is needed by a writer to make his or her writing good.

Renkema (2004, p.103) argues that cohesion refers to semantic or meaning relation that exists between two or more elements within a text, which is independent of the structure, for example: between personal pronoun, such as "Anne" and "she". When this happens, a relation of cohesion is established, and the two elements, the presupposing and the presupposed, are thereby integrated into a text. Renkema (1993, p. 40) divides cohesion devices into two kinds: grammatical and lexical cohesion devices. The former consists of reference, ellipsis, conjunction, and substitution. Meanwhile, lexical cohesion consists of repetition, synonymy, hyponymy, metonymy, and antonymy.

Realizing its function, the writer notices that writing has become one of the basic subjects at schools and universities. It is proven by the fact that in the study Program of English Universitas Brawijaya, for instance, writing subject is one of the basic compulsory subjects beside Listening, Reading, and Structure.

Basically, what is taught in writing classes is how to get the skill of writing, both practically and theoretically. By doing so, it is hoped that students are not only able to understand the theory, but also able to apply it into a good writing especially, when writing thesis abstract. As stated earlier, abstract is a significant part in writing thesis. So, the writer chose the thesis abstract written by student of academic year 2009 in linguistic major, Study Program of English Universitas Brawijaya to be analyzed. The reason why the writer chooses student of academic

year 2009 especially in linguistic major because the first is, the students of linguistic major must have taken a discourse analysis course in previous semester which leads them to study deeply about cohesion devices, therefore they must be have a good ability and deeper knowledge about cohesion devices in their thesis abstract. Besides, since the writer is also from linguistic major, by doing analysis in the same field will make the writer can maximize her knowledge in interpreting of students' thesis work. The second one, why the writer chose students of academic year 2009 is because their thesis are the most up to date ones, so it will put the writer at ease to take and collect the data from the faculty or from SAC (Self Access Center). Then, the writer also chooses students from Universitas Brawijaya because she considers that Universitas Brawijaya is one of the best Universities in Indonesia. This helps the writer to solve her research problem in analyzing cohesion devices in thesis abstract. However, the writer only took the thesis abstract written by students who have been graduated from Universitas Brawijaya in 2013 and had collected the thesis in the SAC. So, in this study the writer took twelve thesis abstracts as the sample of this study.

Based on the reality above, the writer chose the grammatical and lexical cohesion to be analyzed. The reason of choosing grammatical and lexical cohesion is due to the clarification of abstract writing. Grammatical and lexical cohesion can support the cohesiveness of an abstract. Another reason of choosing grammatical and lexical cohesion is due to the relation of sentence texture. The cohesive relation that exists in text provides the texture. Relating to the topic of this thesis which is forming on grammatical and lexical cohesion, the writer

applies Renkema's (1993) classification or theory about grammatical and lexical cohesion as the base of analysis. Because Renkema's theory does not have any differences with cohesion theory proposed by Haliday and Hasan as the original theory of cohesion and also they are the first linguists who proposed cohesion theory. Then, Renkema's theory has the simplest explanation on cohesion theory which is easily understood by the reader. Moreover, his theory gives clear clarification about cohesion devices.

There are some benefits of the result of this study. First, this is essential for the student to obtain a practical way of understanding and evaluating the structure of written in text of an thesis abstracts. Because it is important, abstract should be written cohesively so the readers can get the message of the abstract clearly.

Second, it is also really useful for the writer herself because by doing this research the writer can get more understanding about the importance of cohesion devices.

Furthermore, the writer can give a correction for the student's writing thesis abstract as the object of the study. Consequently, this can help the lecturer to give more attention on the use of cohesion devices in proper way especially in the thesis abstract as an academic writing.

Considering all the reason above, the writer decides to conduct a study entitled "The Cohesion Devices of Thesis Abstract Written by Students of Academic Year 2009 of Study Program of English Universitas Brawijaya". This study aims to analyze the types of cohesion used by student of English Study Program of Universitas Brawijaya in their thesis abstracts.

1.2 Problems of the Study

Based on the previous description on the background of the study, the problems proposed are:

- a) What are the cohesion devices found in the thesis abstracts written by student of academic years 2009 of English study program of Universitas Brawijaya?
- b) What are the dominant type of cohesion devices that occurs in the thesis abstracts written by student of academic years 2009 of English study program of Universitas Brawijaya?

1.3 Objectives of the Study

The objectives of this study are to answer the problems satisfactorily by applying the theory of Grammatical and Lexical Cohesion to analyze the data. The objectives of this study are:

- a) To find out the type of cohesion that exists in the thesis abstract written by student of academic years 2009 of English study program of Universitas Brawijaya
- b) To find out the dominant type of cohesion that occurs in the thesis abstract written by student of academic years 2009 of English study program of Universitas Brawijaya.

1.4 Definition of Key Terms

- a) **Discourse analysis** is the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc. Cook (1989)
- b) **Cohesion** is the formal links that mark various types of inter-clause and inter-sentence relationships within discourse, Nunan (1993, p. 116).
- c) **Grammatical cohesion** is expressed through the grammatical item, (Halliday and Hasan, 1976).
- d) **Lexical cohesion** is expressed through the vocabulary, (Halliday and Hasan, 1976).
- e) **Thesis Abstract** is a brief summary of the major aspect of a thesis consisting of problems of the study, objectives of the study, methodology/approaches, findings, and significances (Faculty of Cultural Studies Universitas Brawijaya 2010), taken from thesis abstract written by students of academic year 2009 of study program of English Universitas Brawijaya.

