

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Life can be so difficult for people if they are forbidden to use language. Language is a means of communication. It allows people to say things to one another, to express their ideas, to live, to work, and to play together. Those functions show that language becomes a crucial part for people since they were born. When people were born, they only recognized spoken language like bubbling and talking. However, when they grow up and try to learn how to read, they recognize letters, then, they suddenly realize that there is written language besides spoken language. As what Brown (1983) states that there are two kinds of language, written and spoken. Spoken language relates to the use of voice quality effects as well as gestural system, postural, and facial expression. Meanwhile, written language realities to diction and grammar more than voice quality and paralinguistic features. Moreover, Brown (1983) also states that there are many characteristics in written language. First, written language contains incomplete sentences. Second, it has metalingual markers to mark relationships between clauses. Third, written language has rather heavily premodified noun phrases.

According to Celce Murcia (1995), the ability in using written language or text competence as communication tool is affected by many

factors. There are socio-cultural competence, actional competence and linguistic competence. The last factor, linguistic competence, is the most influential factor in making good text. Linguistic competence is the ability in using language components like making cohesion. Cohesive devices are an effective way to control textuality in the text. Cohesion exists to link sentences within text. It is also defined by Connor (1996) as “the use of explicit linguistic devices relation between sentences and parts of texts.” Cohesion takes a central role in the text because it sets coherence in the text for the readers. Coherence refers to the ways in which the parts of text are linked together to form a whole. It also refers to the degree in which the text contents are well-organized at the conceptual level and content selection. The metalingual markers are only one of many ways to make cohesion in the text. Cohesion occurs where the interpretation of some elements in the text is dependent to others. All devices that set cohesion in the text are called as cohesive devices. Nunan (1993) believes that coherent texts are distinguished from random sentences by the existence of certain text-forming, cohesive devices.

Cohesive devices can be defined as a word, phrase or clause, which manages a stretch of text. Cohesive devices activate a set of assumptions and generate a set of expectations. It means that cohesive devices activate some assumptions from all the meaning of sentences before and generate expectations from what will happen or discuss in all the sentences follow. Based on Halliday and Hasan (1976) there are five types of cohesive devices

namely reference, substitution, ellipsis, conjunction, and lexical cohesion. Reference is a word or phrase which refers to something or someone within the framework of the text. Ellipsis involves the omission of elements if it is considered to be obvious within the specific context. Substitution refers to the substitution of words or clauses with a generic word or phrase. Conjunction is a word or phrase which is used to make relation between two or more sentences like to show cause and effect between sentences. Lexical cohesion is used to create repetition of a word by using other words in the text which have the same meaning.

The importance of using cohesive devices cannot be denied anymore. It makes the texts flow smoothly. It also makes the readers easier to follow the development of ideas in the text. In addition, Irwin (1980) states that increasing numbers of cohesive devices can improve reader's comprehension. More cohesive devices found in the text, the texture or the pattern of the text are more precise for the readers. It makes the readers reacting and interpreting the contexts of the text easily. Besides, cohesive devices also practice the readers to broad their imagination because these devices provides the stage for making productions and building expectations in reading. As Hasan and Halliday (1976) state the continuity that cohesive relations bring about is a semantic continuity. So, cohesive devices must be noticed by the reporters who want to write a good text. From all the facts about coherence that must be noticed by all reporters, this study is made.

1.2 Statement of the Problems

1. What kinds of cohesive devices are mostly found in *The Jakarta Post* headlines?
2. What kinds of cohesive devices are less or never found in *The Jakarta Post* headlines?

1.3 Objective of the Study

1. To identify the kinds of cohesive devices mostly found in *The Jakarta Post* headlines.
2. To identify the kinds of cohesive devices less or never found in *The Jakarta Post* headlines.

1.4 Significance of the Study

This study is intended to get further information concerning the elaborated application of cohesive devices. It is expected to give information for non native writer to be aware of using cohesive devices in order to make a good text. Specially, this study tries to give some information about using cohesive devices in order to make them more critical when writing headlines and more thoughtful when producing them.

1.5 Scope and Limitation

This study emphasizes on cohesion. Especially, this study focuses on cohesive devices that are found in the headlines. Cohesive devices consist of

five main components namely reference, substitution, ellipsis, conjunction and lexical cohesion.

1.6 Theoretical Framework

In this study, the theories which are used are concerned with cohesive devices, there are two main books that are used namely *Cohesion in English* by M. Halliday and Hasan and *Discourse* by Guy Cook. Cohesive devices are known as formal links between sentences and clauses (Cook, 1989:14). Based on Halliday and Hasan (1976), cohesion means linguistic relation between words, sentences, or utterances. It is important to relate one component in the text to another in order to make coherence. They also state that cohesion can be classified into two types namely grammatical and lexical cohesion. Grammatical cohesion is expressed through the grammatical relations in text. It can be found in reference, substitution, ellipsis and conjunction. Besides, lexical cohesion is expressed through the vocabulary used in a text and the semantic relations between these words. The semantic relations in a text can be a signal whether a text is conceptual or not. It relies on some similarities or relatedness among lexical items. It can be found in reiteration and collocation.

1.7 Method of the Study

Method of the study that is used is qualitative. As Denzin and Lincoln (1994:2) state qualitative research involves the studied use and collection of a variety of empirical materials –case study, personal experience, introspective,

life story, interview, observational, historical, interactional, and visual texts– that describe routine and problematic moments and meanings in individuals' lives.

1.7.1 Definition of Key Term

Before going on to the main part of the study, it's necessary to give brief definition of the following terms to avoid misunderstanding and misinterpretation:

1. *Headlines of The Jakarta Post*

All news that are written in page one, two and three.

2. *Cohesive devices*

Formal links between sentences or clauses.

3. *Reference*

A word or phrase which refers to something or someone within the framework of the text.

4. *Substitution*

Substitution refers to the substitution of words or clauses with a generic word or phrase.

5. *Ellipsis*

Ellipsis involves the ommitance of elements if it is considered to be obvious within the specific context.

6. *Conjunction*

Conjunction is a word or phrase which is used to make relation between two or more sentences like to show cause and effect between sentences.

7. *Lexical cohesion*

Lexical cohesion is used to create repetition of a word by using other words in the text which have the same meaning.

1.7.2 Population

In this study, the source of data is the headlines of the English newspaper, *The Jakarta Post*. The population is taken from a number of headlines which are published in *The Jakarta Post*. The headlines of *The Jakarta Post* are usually written in the page first, second, and three of twenty. It is written by both many agents either domestic or abroad.

1.7.3 Sample

To make it easier, the sample is only taken in one week span or seven days circulation from Monday, November 1st, 2004 until Sunday, October 7th, 2004. For each newspaper, the headlines that are taken as sample are only two headlines. These samples are chosen through the reading process. The headlines that explicitly contain cohesive devices are chosen. If there are a number of headlines that explicitly contain cohesive devices in one day of newspaper circulation, the headlines are

chosen randomly. For the headlines that are chosen, the headlines must be written by domestic agents not abroad agents. It is used in order to avoid that the headlines is written by native.

In the fact, the headlines that are published in Monday, 8 November 2004 cannot be included as sample to analyze because all of the headlines do not passed the requirements. The requirement is the headlines must be written by agents that settle in Indonesia like Jakarta and Surabaya. Because of that data reducing, the data are only twelve data that are taken from six days publishing from Sunday 1st, 2004 until Saturday 6th, 2004.

1.7.4 Techniques of Data Collection

A technique of data collection used in this study is documentary data. According to Punch (1998), documentary sources of data might be used in various ways in social research. It means that documents can be used as a tool to reveal the phenomenon or habitual in social life. Below are steps of data collection:

1. Reading the headlines

All headlines are read one by one. In the process of reading, scanning method is used. Scanning method is reading a text in glance and fast. It is used to find cohesive devices that are used explicitly. This step helps to find whether the headlines contain cohesive devices or not.

2. Selecting the headlines as the data

After the reading process has finished, process of selecting the data begins. The headlines that explicitly contain cohesive devices are chosen. If there are a number of headlines that explicitly contain cohesive devices in one day of newspaper circulation, the headlines are chosen randomly

3. Identifying the cohesive devices in the data

The parts of headlines that consist of cohesive devices are selected. It means that the parts of texts that contain cohesive devices are separated from the whole part of texts. This step is called as data reduction. The objective of data reduction is to reduce the data without significant loss of information (Punch, 1997:203).

1.7.5 Techniques of Data Analysis

After collecting data through documentary, below are steps of data analysis:

1. Classifying and computing all the cohesive devices

The selected data are categorized into one kind of cohesive devices that belong to. Then, it is displayed in the table based on each the data. It has purpose to display the amount of each kinds of cohesive device that found in each headlines.

2. Examining the selected and categorized data

The selected and categorized data are analyzed to identify the kinds of cohesive devices mostly found in *The Jakarta Post* headlines. It is also used to identify the kinds of cohesive devices less or never found in *The Jakarta Post* Headlines.

3. Interpreting the findings

The finding on examining the data is used to answer the statement of the study.

1.7.6 Organization of the Thesis

This study consists of four chapters. Chapter one is introduction which has subtitle namely background of the study, statement of the problem, objective of the study, significance of the study, theoretical framework, and method of the study. Chapter two is literature review. Analysis and presentation of data is in chapter three. The last chapter, chapter four is about conclusion.

CHAPTER II

LITERATURE REVIEW