

CHAPTER I

INTRODUCTION

1.1. Background of the Study

People use language to create communication. They deliver their meaning and feeling through language. It takes two or more people in order to share their information, opinion, ideas and feeling. Gumperz in Wardhaugh (1992:15), states that "Communication is a social activity which requires coordinated efforts of two or more individuals. Communication deals with social activity which involves more than one person. It usually occurs between the speaker and the hearer (receiver)".

In doing communication, people are able to use two channels. These channels are also known as media. They are spoken and written. Spoken communication holds in speaking, conversation or even speech. It is independent and not absolutely tied with rules of perfect sentences. In the aim of the hearer know what the speaker means, it is acceptable. In the other hand, written text depends on some basic rules of writing.

Gerot and Wignell (1994: 161) state that spoken and written language are both complex but in different ways. Spoken language tends to be complex lexically. Spoken language tends to be grammatically intricate whereas written language tends to be lexically dense. It can be said that language is a means of communication. Written language can be seen in the form of thesis, novel, short story, article, scientific works, etc.

Scientific work is a study which is based on a research supported by related literature and can be proved. It includes books, journals, articles and thesis. According to Oxford Dictionary Learner's, thesis is a long written essay submitted by a candidate for a higher university degree.

As a scientific works, thesis should have requisite as a good text. Beugrande and Dessler (1981 : 3-10) state that "A text is a communicative occurrence which meets seven standarts of textuality". The requisites of a good text are intentionality, acceptability, informativity, situationality, intertextuality, coherence and cohesion.

Intentionality deals with the attitude of the writer and acceptability deals with the reader's attitude. Informativity refers to the message from the text. Situationality covers the factor that makes the text relevant. Intertextuality deals with the previous knowledge from the previous text. Coherence refers in the textual world. The last but not least is cohesion. Cohesion concerns in the surface of the text. It includes the grammatical dependence of the word.

Cohesion is important both to the reader in constructing the meaning from a text and to the writer in constructing the meaning from a text and to the writer in creating a text that can be easily comprehended.

Thesis as a good scientific has a role as a study product in the university have to has a good cohesion. Thesis according to Oxford Dictionary Learner's (1995 : 1239) is a long written essay submitted by a candidate for a higher university degree. People who make a thesis should pay attention on the rule of writing, such it's grammar, vocabulary used, and the lexical devices. Cohesion

which is part of the grammatical device from the text, should be use properly in order to make the text comprehensive.

In order to identify the cohesion within the theses, a study is needed. Some theses of Dian Nuswantoro University were discussed to identify their cohesion. Here the researcher gives some examples to show the importance of cohesion in scientific work. These examples are taken from introduction section of a student thesis of English faculty, Dian Nuswantoro University:

1. *Language is used to get a message and to persuade the addressee of some pointof view (3). **It** also creates or maintains social relationship between interlocutors (4).*

In the sentence above, the reference **it** (demostrative reference) is found in sentence 4. The demonstrative reference **it** refers back (anaphoric) to the language in sentence 1.

2. *Most **people** have the physical competences to talk and to make interaction, so **they** should learn to speak well and communicate effectifely (8).*

In the sentence above, the reference **they** (personal pronoun) is found in sentence 8. The personal reference **they** refers back (anaphoric) to the most people in preceding clause.

3. *Language has an important role in life **because** people can understand one another by expressing their feeling ...and sharing each other (1).*

The conjunction **because** is categorized as causal conjunction, **because** here represent the effect of *language has an important role in life*.

From the example above, cohesion makes the text composed meaningfully connect to each other in sequence. This study aims at showing the cohesion English Department theses of Dian Nuswantoro University. The researcher attempts naturally to find the cohesive devices which are involved in a text and then connects them to find wheter these theses have cohesiveness or not. The researcher tries to show cohesiveness that occurs in English Department theses of Dian Nuswantoro University with finds the cohesive device; grammatical cohesive device which are involved in a text, and then connects them to find whether a text has cohesiveness or not, if it does, then the researcher could find the process of text. The researcher analyzed the cohesion that occurs in English Department theses of Dian Nuswantoro University.

1.2. Statement of the Problem

Based on the background of the study, the problems can be stated as follows:

1. What types of grammatical cohesive devices are used in the English Department theses of Dian Nuswantoro University especially in the background ?
2. How do gramatical cohesive devices make the theses cohesive ?

1.3. Objective of the Study

In the illustration series of problem, the objective of the study is resuming:

1. To find out the types of grammatical cohesive device in the English Department theses of Dian Nuswantoro University especially in the background.
2. To describe types of grammatical cohesive device which are related in the English Department theses of Dian Nuswantoro University especially in the background.

1.4. Scope of the Study

The scope of this study is to identify cohesion on grammatical cohesion analysis in the English Department theses of Dian Nuswantoro University especially in the academic year 2010 / 2011. In the range of the years the researcher will only took 3 theses. One thesis from linguistic section, one thesis from translation section, and one thesis from letters section, because these can be considered representative for the data.

This study focuses and analyzes grammatical cohesive device used in the English Department theses of Dian Nuswantoro University especially in the background section.

1.5. Significance of the Study

The result of this study is hoped to be a valuable contribution to :

1. The researcher

This research is expected to give more information about the use of grammatical cohesion in the text of thesis, as this research discusses grammatical cohesion of the in the English Department theses of Dian Nuswantoro University.

2. The English Teacher

This research is expected to provide information and present good usage of grammatical cohesive device in the English Department theses of Dian Nuswantoro University.

3. The students

This research is expected to give additional knowledge, especially about using grammatical cohesion in the English Department theses of Dian Nuswantoro University.

1.6. Thesis organization

The thesis is composed systematically in order that the readers can read and understand it easily. It is divided into five chapters, and each chapter contains sub chapter.

Chapter one is introduction. It discusses the background of the study, statement of the problem, scope of the study, objective of the study, significance of the study, and thesis organization.

Chapter two is review of related literature. This chapter discusses about some theories which are used to analyze the data. Those theories are about language, text and texture, cohesion.

Chapter three contains research method. This chapter consists of research design, unit of analysis, source of data, technique of data collection, technique of data analysis.

Chapter four is data analysis. This chapter explains about data analysis and explanation as well.

Chapter five is conclusion and suggestion. This chapter contains conclusions, which have relation to the problem and also suggestions for the readers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the related literatures, which support the research. Related literatures are needed in order to provide theories and other research results from the experts so that this research can be credible. The related literatures discussed are text, grammatical cohesion, and lexical cohesion.

2.1 Text

A text is a unit of language in use. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size. A text is sometimes envisaged to be some kind of super-sentence, a grammatical unit that is larger than a sentence but is related to a sentence in the same way that a sentence is related to a clause, a clause to a group and so on : by constituency, the composition of larger units out of smaller ones. But this is misleading. A text is not something that is like a sentence, only bigger; it is something that differs from a sentence in kind. Halliday and Hasan (1994:1) state:

A text is best regarded as a SEMANTIC unit: a unit not of form but of meaning. Thus it is related to a clause or sentence not by size but by REALIZATION, the coding of one symbolic system in another. A text does not CONSIST OF sentences; it is REALIZED BY, or encoded in, sentences. If we understand it in this way, we shall not expect to find the same kind of STRUCTURAL integration among the parts of a text as we find among the parts of a sentence or clause. The unity of a text is a unity of a different kind.

The concept of texture is entirely appropriate to express the property of 'being a text'. A text has texture, and this is what distinguishes it from something

that is not a text. It derives this texture from the fact that it functions as a unity with respect to its environment.

A text may be spoken and written, in which it reflects the unit of language. “The word text is used in linguistics to refer to any passage, spoken, or written, of whatever length, that does form unified whole” (Halliday and Hasan 1976:1). A text is encoded in sentences, which can be distinguished from a random list of sentences. Halliday and Hasan (1994:1) state, “A text may be spoken or written, prose or verse, dialogue or monologue. It may be anything from a single proverb to a whole play, from a momentary cry for help to an all-day discussion on a committee”.

In doing communication, people are able to use two channels. These channels are also known as media. They are spoken and written. Spoken communication is done in speaking, conversations, or even speech. It is independent and not absolutely tighted with rules of perfect sentences. In the aim of the hearer know what the speakers means, it is acceptable. On the other hand, written text depends on some basic rules of writing.

Spoken language is not the same as written one. They have different characteristic features. Since this study focuses on background of theses that are written language, it is important to know the differences between spoken and written language. Gerot and Wignell (1994: 158) state that spoken and written language differ in the number of ways. Written language is not simply speech

written down. Written language can be seen in the form of thesis, novel, short story, article, text, scientific works, etc.

Speaking and writing are manifestation of the same linguistic system but in general, they encode meaning in different ways because they have involved serving different purpose. Gerot and Wignell (1994:158) state that the term “written language” does not only refer to language, which is written down. Likewise the term “spoken language” does not only refer to language, which is said aloud.

De Beaugrande and Dressler (1981:23) define text as a unit sentence. Text has an important material like soil for pottery, ink for pen, and the leather for shoes. On the other hands, the relation between text and sentence make reader able to interpret the text well. Text is unit of language which is considered to be some kind of super sentence that its related to sentence; sentence is related to clause, and so on (Halliday and Hasan 1976:1). It is important to know the parts of the text related together and how sentences are link to other sentences by referring to a text as a semantic unit, which has a unity in meaning. This unity is expressed through cohesion among sentences, which compose the text.

Language in the text has systematization. It shows an order, compositions, and unity of materials. Halliday and Hasan (1994:293) suggest that text is not just string of sentence. In other word, it is not simply a large grammatical unit, something of the same kind as sentence but differing from it in size a sort of sentence. A text has several criteria to fulfill in order to make it understandable

and communicative. Beugrande and Dessler (1981: 3-10) state, “A text is a communicative occurrence which meets seven standards of textuality”. The requisites of a good text are intentionality, acceptability, informativity, situationality, intertextuality, coherence, and cohesion.

1. Cohesion concerns the way in which the linguistic items of which a text composed are meaningfully connected to each other in sequence one of the grammatical rules of language.
2. Coherence concerns the ways in which the components of the textual word, are mutually and relevant.
3. Intentionally concerns the text producer’s intention to produce a cohesive and coherent text that will attain whatever goal she or he planned that it should obtain.
4. Acceptable concerns the receiver’s wish that the text should be cohesive and coherent and be relevant to him or her.
5. Informativity concerns the extent to which the occurrence of presented text expected with unexpected or known with unknown certain.
6. Situationality concerns the factors, which make a text relevant to a situation of occurrence.
7. Intertextuality concerns the way in which the use of certain text depend on knowledge of other texts.

2.2 Cohesion

Cohesion refers to the resources within language provided by clause structure and clause complexes. Hence, cohesive relations are non-structural relations, which work to help a text hang together. Halliday (1994: 4) states, “The concept of cohesion is semantic one, it refers to relation of meaning that exist within the text and define it as a text”. Cohesion is the part of the system of a

language. The definition of cohesion is “it refers to relation of meaning that defines it as a text”. Halliday and Hasan (1976:4) state:

Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. That one presupposes the other, in the sense that it cannot effectively be decoded except by reference to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text.

Halliday and Hasan, moreover, put forward that the function of cohesion is to relate one part of a text to another part of the same text. In other words cohesion functions as a tie to link one sentence to another. Halliday and Hasan give an example of cohesion. In “*Wash and core six cooking apples. Put them into a fireproof dish*” Halliday and Hasan (1976: 2), it is clear that the word *them* in the second sentence refers back to the *six cooking apples* in the first sentence. The word *them* gives cohesion to the two sentences, so that we interpret *them* as a whole sentence. Halliday and Hasan (1976: 3) give details of the example that the word *them* presupposes for its interpretation something other than itself.

Halliday and Hasan (1976: 5) state, “Cohesion is a part of the system of a language. The potential for cohesion lies in the systematic resources of references, ellipsis and so on that is built into the language itself”. The actualization of cohesion in any given instance, however, depends not merely on the selection of some option from within these resources, but also on the presence of some other element, which resolves the presupposition that this sets up. Moreover, Nunan (1993: 21) supports Halliday and Hasan by saying this statement “Cohesion

makes the writer or speaker able to establish relationship across sentence or utterance boundaries, and which help to tie the sentence in a text together”.

According to Halliday and Hasan there are two kinds of cohesion namely lexical cohesion and grammatical cohesion. Lexical cohesion occurs when two words in a text semantically related in some way. In other word, they are related in terms of meaning.

Furthermore, Paltridge (2000: 134) states, “lexical cohesion refers to relationship among lexical items in- a text and, in particular, among content word. The main kinds of lexical cohesion are repetition, synonymy, antonymy, hyponymy, meronymy, and collocation.”

2.3 Grammatical Cohesion

Grammatical cohesion denotes the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes. Cohesive devices help text hang together or be cohesive, that means they contribute to what Hasan terms of a text’s unity of texture. The schematic structure of text, in turn provides a text with unity of texture. Texture results from the combination of semantics configuration of two kinds: those of register and those of cohesion.

According to Halliday and Hasan (1976) there are four types of grammatical cohesive devices. Those are references, ellipsis, substitution, conjunction.

2.3.1 Reference

Gerot and Wignell (1994: 170) state, “Reference creates cohesion by creating link between elements. Reference refers to system which introduces and track the identity of participant through text”. Halliday and Hasan (1976: 308-309) also state, “Reference is the relation between an element of the text and something else by reference to which it is interpreted in the given instance. Reference is a potentially cohesive relation because the thing that serves as the source if the interpretation may itself an element of text”.

Reference creates cohesion by creating links between elements. Reference refers to system that introduces and track identify of participant through text (Gerot and Wignell 1994: 170). As a general rules, therefore, reference items may be anaphoric and cataphoric. Halliday and Hasan (1976: 33) allow us to recognize certain distinction within the class of reference items according to their different use and “phoric” tendencies.

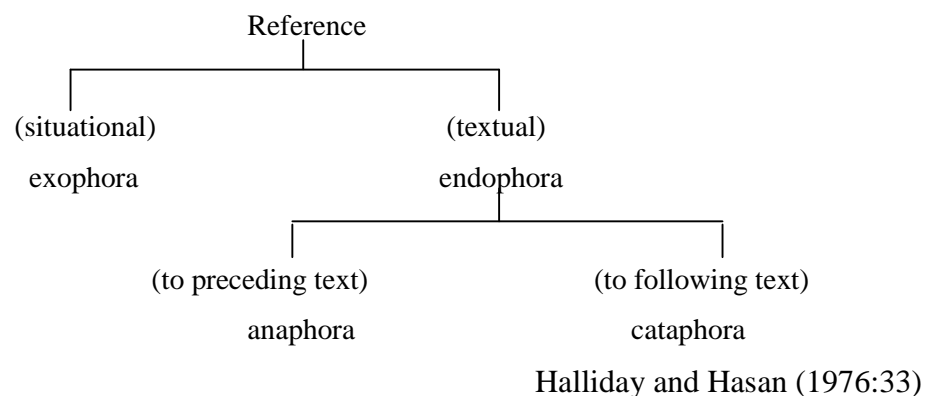


Figure 2.1 Classification of Reference

From the figure above, as a general rule reference may be exophoric or endophoric, and if it is endophoric, it may be anaphoric. Exophora is the reference whose referent can be identified in the outside world, below is the example:

Child : *Why does **that** one come out?*
 Parent : *That what?*
 Child : ***That** one*
 Parent : *That what?*
 Child : *That one!*
 Parent : *That one what?*
 Child : *That lever there that you push to let the water out.*

Halliday and Hasan (1976:34)

It did not occur to the child that he could not point to the object in question, presumably because it did not occur to him that what was in his focus of attention was not also in everyone else's, a limitation that is characteristic of the egocentric phase interaction.

On the other hand, endophora is the reference between text items. Endophoric reference is classified into anaphore and cataphore depending on the position of the antecedent. Below are the examples of anaphoric reference:

(1)

***Martin Scorsese** is killing time, waiting for the sun to go behind a cloud so the next shot will match the last one. **He** is near the end of the Cape Fear shoot, in front of a grocer's stand just outside Fort Lauderdale, Florida.*

Nunan (1993:22)

In the text above, the word *he* in the second sentence refers to Martin Scorsese in the first sentence. The subsequent items only interpreted with reference to the initial phrase of this first sentence. On the contrary, cataphoric reference points the reader forward. It draws us further into the text in order to

identify the elements to which the reference items refer. Authors sometimes use cataphoric reference for dramatic effect, as in the following extract:

(2)

*Within five minutes, or ten minutes, no more than that, three of the others had called **her** on the telephone to ask **her** if **she** had heard that something had happened out there.*

*“**Jane**, this is Alice. Listen, I just got a call from Betty, and she said she heard something’s happened out there. Have you heard anything? ” That was the way they phrased it, call after call. She picked up the telephone and began relaying this same message to some of the others.*

Wolfe in Nunan (1993: 22-23)

In the text above, the word *she* in the first sentence refers to Alice in the second sentence.

There are three types of reference. They are personal, demonstrative, and comparative reference (Halliday and Hasan 1976: 37).

2.3.1.1 Personal Reference

Personal reference express through personal pronouns; for instance a third personal pronoun, can be used to refer back to a noun mentioned earlier in the text (anaphoric reference) or to a noun which the pronouns proceeds (cataphoric reference).It can serve to identify individuals and object that are named at some other point in the text.

Table 2.1 Personal Reference

Semantic category	Existential	Possessive	
Grammatical function	Head		Modifier
Class	Noun (pronoun)		Determiner
Person :			
Speaker (only)	I, me	Mine	My
Addressee(s), with/without other person(s)	You	Yours	Your
Speaker and other person(s)	We, us	Ours	Our
Other person, male	He, him	His	
Other person, female	She, her	Hers	
Other person; objects	They, them	Theirs	
Objects; passage of text	It	(its)	Its
Generalized person	one		One's

Source : (Halliday and Hasan 1976:38)

For example:

- (1) ***Mrs. Mary*** was absent yesterday.
- (2) ***She*** attended a meeting in Jakarta.

In the second sentence, the word *she* refers to *Mrs. Mary* in the preceding sentence. The word *she* itself is called personal reference, since *she* follows its linguistic reference *Mrs. Mary*.

2.3.1.2 Demonstrative reference

Demonstrative reference expressed through determiners and adverb. In the case of demonstrative, the word *this*, *these*, *that*, *those*, *here*, *the*, *now*, and *then* are used. That type of reference can represent a single word or phrase.

Table 2.2 Demonstrative Reference

Semantic category	Selective		Non-selective
Grammatical function	Modifier/head	Adjunct	Modifier
Class	Determiner	Adverb	Determiner
Proximity :			
Near	This, these	Here(now)	
Far	That, those	There, then	
Neutral			The

Source : (Halliday and Hasan 1976:38)

For example:

*“Recognizing that his country had to change, Gorbachev could have become a cautious modernizer in the Chines fashion promoting economic reform and sponsoring new technology while holding firm againts political change. **This** did not happen.”* (Nunan, 2003:23)

The word **this** refers to the phrase preceded which is *Recognizing that his country had to change, Gorbachev could have become a cautious modernizer in the Chines fashion promoting economic reform and sponsoring new technology while holding firm againts political change.*

2.3.1.3 Comparative reference

Comparative reference contributes to textual cohesion by setting up a relation of contrast and is expressed by such adjectives as same, identical, equal, adjective in comparative degree, and adverb such as *identically*, *likewise*, *so*, *such as*, etc. (Buitkiene, 2005). The following example is from Halliday and Hasan (1976:78):

- (1) *It's the **same** cat **as** the one we saw yesterday;*
- (2) *It's **similar** cat **as** the one we saw yesterday;*
- (3) *It's a **different** cat **from** the one we saw yesterday;*

The referent was the one we saw yesterday, and the comparatives *same as*, *similar*, and *different* were pointing forward to it.

Table 2.3 Comparative Reference

Grammatical function	Modifier : Deictic/epithet	Submodifier/adjunct
Class	Adjective	Adverb
General comparison: Identity general similiarity difference(ie non-identity or similarity)	Same identical equal similiar additional other difference else	Identically similiarly likewise so such different otherwise
Particular comparison:	Better, more, etc (comparative adjectives and quantifiers)	So more less equally

Source : (Halliday and Hasan 1976:39)

2.3.2 Ellipsis

Ellipsis is another cohesive device, which can improve the reader's understanding of a piece of writing. It happens when, after a more specific mention words missed out when the phrase needs to be repeat. Ellipsis refers to elements left unsaid or unwritten but understood by the reader. Ellipsis is simply 'substitution' by zero. Halliday and Hasan (1976:142) state that "the element left unsaid have an implication that something can be understood".

Ellipsis occurs when some essential structural element is omitted from a sentence or a clause and only covered by referring to an element in the preceding text. Ellipsis can be divided into three. They are nominal ellipsis, verbal ellipsis and clausal ellipsis.

2.3.2.1 Nominal ellipsis

Nominal ellipsis, in a full nominal group, the Head is realized by the noun - in an elliptical nominal group, another element functions as a Head.

For example:

My kids play an awful lot of sport.

Both (my kids) are incredibly energetic.

In the example above the personal pronoun *my kids* is omitted.

2.3.2.2 Verbal ellipsis

Verbal ellipsis is common in all short form answers, and response. Verbal ellipsis is ellipsis within the verbal group.

For example:

*A: Have you **been working**?*

*B : Yes, I **have** (been working)*

In the dialogue above the verb **been working** is omitted.

2.3.2.3 Clausal ellipsis

Clausal ellipsis most prominent in dialogue. Clausal ellipsis is ellipsis within the clause.

For example:

*A: **Paul's staying for dinner**, isn't he?*

*B: is he? He **didn't** tell me (he was staying for dinner)*

In the example above the clause, **he was staying for dinner** is omitted.

2.3.3 Substitutions

According to Halliday and Hasan, they deal with the substitution and ellipsis separately, although they do point that those two types of cohesion are essentially the same preceding text.

Substitution is very similar to ellipsis in the effect; it has on the text, and occurs when instead of leaving a word or phrase out, as in ellipsis, it is substituted for another, more general word. The distinction between substitution and reference

is that substitution is a relation in the wording rather than in meaning. It is a relation between linguistic items, such as words or phrases; whereas reference is a relation between meanings. Substitution can be divided into three. They are nominal substitution, verbal substitution, and clausal substitution.

2.3.3.1 Nominal substitution

In Nominal substitution, the substitute may function as a noun. In nominal substitution, substitutes by *ones*, *ones*, and *same*.

For example:

*A: There are **some new tennis balls**.*

*B: These **ones** have lost their bounce.*

In the text above the noun tennis balls is substituted with ones.

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

*B: I'll have the **same**.*

In the text above, the *poached eggs on toast* is substituted by **same**.

2.3.3.2 Verbal substitution

In Verbal substitution, the substitute may function as a verb. The verbal substitute is *do*.

For example:

*A: Have the **children gone to sleep**?*

*B: They must have **done**.*

In the example above the verb *gone to sleep* is substituted by **done**.

A: *Does she sing?*

B: *Yes, she does.*

In the text above the verb, **sing** is substituted by **does**.

2.3.3.3 Clausal substitution

In Clausal substitution, the substitute may function as a clause. The words used as a substitute are *so* and *not*.

For example:

A: *Is it going to rain?*

B: *I don't think so.*

In the dialogue above, the clause *going to rain* is substituted by *so*.

2.3.4 Conjunction

The last type of cohesive relation that is categorized as grammatical cohesion is conjunction. Halliday and Hasan (1976:226) point out that “conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meanings; they are not primarily devices for reaching out into the preceding (or following) text, but they express certain meanings which presuppose the presence of other components in the discourse”.

Conjunction signals relationships that can only be fully understood through reference to other parts of the text, Nunan (1993: 26). Unlike reference, substitution, and ellipsis, the use of conjunction does not instruct the reader to supply missing information either by looking for it elsewhere in the text or by

filling structural slots. In other words, conjunction indicates the way the writer wants the reader to relate what is about to be said to what has been said before.

Conjunction creates cohesion by relating sentences and paragraph to each other by using words from the class of conjunction or numerals. Conjunctive relations typically involve contiguous elements up to the size of paragraph-and possibly beyond, or their equivalent in spoken language, conjunction is a way of setting up the logical relations that characterize clause complexes in the absences of the structural relationship by which such complexes defined. Conjunction can be divided into four. They are temporal conjunction, causal conjunction, additive conjunction, and adversative conjunction.

2.3.4.1 Temporal conjunction

Temporal conjunction related to sequence in time, where the one is subsequent to the other. In other words, this kind of conjunction establishes a temporal relationship between units in discourse. This type of conjunction is indicated by: *after, while, when, meanwhile, before, then, after that, an hour later, finally, at last, at once, the following day.*

For example:

*Mr. Hiram B. Otis bought Canterville Chase. **Then** his family came to England from America.*

2.3.4.2 Causal conjunction

Causal conjunction signals that the information in the preceding clause refers to the cause of the content of the clause that follows the conjunction. This type of conjunction is indicated by: *because, so, then, therefore, nevertheless, thus, hence, consequently, for this reason, it follows that, under the circumstance.*

For example:

Rain started to fall, so the family went inside the house quickly.

2.3.4.3 Additive conjunction

Additive conjunction functions to give additional information to the sentence related, where the whole sentence are considered as one complex sentence. This type of conjunction is indicated by : *beside, likewise, by contrast, and, and also, in addition, moreover, or, or else, further, furthermore, additionally, for instance, alternatively, by the way, in other words, in same way, similarly.*

For example:

*No one has puts ghost in museum. **And** you haven't seen this ghost either.*

2.3.4.4 Adversative conjunction

Adversative conjunction includes those conjunctions, which signal that the information following conjunction is contrary expectation. This type of conjunction is indicated by: *so, as a matter on fact, but, however, in any case*

only, instead, yet, on the other hand, despite this, on the contrary, in fact, anyhow, though, nevertheless.

For example:

*“ Yes, I will sad Lord Canterville.” **But**, please remember, I told you about the ghost before you bought the house.”*

CHAPTER III

RESEARCH METHOD

Research method is a kind of systematic work in plan in order to make its main purpose easier to achieve. The method in this research is chosen by considering its appropriateness of the research object. This research method is arranged based on the problem analyzed and the objectives of the research. The research method in this study covers research design, unit of analysis, source of data, technique of data collection, and technique of data analysis.

3.1 Research Design

This research is descriptive qualitative in nature. It describes and identifies the grammatical cohesive devices used in the English Department theses of Dian Nuswantoro University especially in the background section in the academic year of 2011. In this research the data were in the form of written data. The data were taken from 3 theses. These 3 theses were selected because they were considered to be enough to be the samples of this research.

After the data were collected, they were analyzed. The technique of data analysis in this research was based on Halliday and Hasan (1976).

3.2 Unit of Analysis

The unit of analysis of this study is all sentences which have grammatical cohesive devices used in the English Department theses of Dian Nuswantoro University especially in the background in the academic year of 2010 / 2011.

3.3 Source of Data

The data of this study are written data. The data were taken from the English Department theses of Dian Nuswantoro University especially in the background section in the academic year of 2011. The data were retrieved from the department of linguistics, translation, and literature. Then, the researcher took 3 theses with the following details:

1. One thesis of linguistics section, the title is "*Phatic Communication In Casual Dialogues among English Learners*" by Gatri Asti Putri (C11.2007.00785).
2. One thesis of translation section, the title is "*Translation Methods of Complex Sentence In The Very Best of Donald Ducks Comic Vol.14 Bilingual Edition*" by Octania Halim (C11.2007.00845).
3. One thesis of literature section, the title is "*Emma's Depression as Her Motive to Commit Suicide in Gustave Flaubert's Madame Bovary*" by Puput Etri Wijayanti (C11.2007.00762).

In collecting the data, the researcher used random sample. According to <http://medical-dictionary.thefreedictionary.com/random+selection> "Random sample is a procedure for selecting units from a group in such a way that each unit has an equal chance of being selected in the sample". By using this method, in the background section of the theses from the different sections have the same opportunity to be chosen as the data.

3.4 Technique of Data Collection

The technique of data collection was done by using following steps:

1. Taking the data from the English Department theses of Dian Nuswantoro University in academic year of 2011 as the data.
2. Selecting 3 introduction sections of the theses which were presented before, especially in the background.
3. Looking for all sentences which have grammatical cohesive devices.

For example:

Language is used to get a message and to persuade the addressee of some point of view (1.3). It also creates or maintains social relationship between interlocutors (1.4).

3.5 Technique of Data Analysis

The data collected were analyzed by using following steps:

1. Reading the data of each sentence and each clause in the background sections.

For example:

Language has important role in life because people can understand one another by expressing their feelings, thinking of ideas, communicating with each other, conveying information, and sharing each other (1.1).

Description: (1.1) is background 1 sentence 1.

(2.1) is background 2 sentence 1.

(3.1) is background 3 sentence 1.

2. Analyzing and classifying the sentence into the types of grammatical cohesion.

For example:

Language is used to get a message and to persuade the addressee of some point of view (1.3). It also creates or maintains social relationship between interlocutors (1.4).

In sentence, the reference **it** (demonstrative reference) is found in sentence (1.4). The demonstrative reference **it** refers back (anaphoric) to the **language** in sentence (1.3).

Most people have the physical competences to talk and to make interaction, so they should learn to speak well and communicate effectively (1.8).

In sentence, the reference **they** (personal pronoun) is found in sentence 8. The personal reference **they** refers back (anaphoric) to **the most people** in preceding clause.

Language has an important role in life because people can understand one another by expressing their feeling ...and sharing each other (1.1).

The conjunction **because** is categorized as causal conjunction. The **because** here represent the effect of **language has an important role in life.**

3. Drawing conclusion

CHAPTER IV

DATA ANALYSIS

This chapter consists of two parts. Those are findings and discussion of the findings. In findings, the researcher shows the results of the text containing types of grammatical cohesion. Meanwhile, in the discussion, the findings are analyzed.

4.1 Findings

In this part the researcher shows the data that have been analyzed. The grammatical cohesive devices are shown in Table 4.1.

Table 4.1 Grammatical Cohesive Devices on Background of Theses

No	Types of Grammatical Cohesive Devices		Number	Percentage
1	Reference	Personal Reference (PR)	96	37, 94 %
		Demonstratives Reference (DR)	16	6, 32 %
		Comparatives Reference (CR)	-	-
2	Ellipsis	Nominal Ellipsis (NE)	-	-
		Verbal Ellipsis (VE)	-	-
		Clausal Ellipsis (CE)	-	-
3	Substitution	Nominal Substitution (NS)	-	-
		Verbal Substitution (VS)	-	-
		Clausal Substitution (CS)	-	-
4	Conjunction	Additive Conjunction (Add. C)	86	34, 00 %
		Adversative Conjunction (Adv. C)	7	2, 77 %
		Clausal Conjunction (CC)	23	9, 09 %
		Temporal Conjunction (TC)	25	9, 88 %
Total			253	100 %

From Table 4.1, there are 253 grammatical cohesive devices found in the background of theses. The greatest number of grammatical cohesive devices that occurred in background of theses is Personal Reference. The number of Personal Reference is 96 (37, 94 %) from the total of grammatical cohesive devices used in

background of theses. There is no substitution and ellipsis found in background of theses.

4.1.1 Reference

Reference creates cohesion by creating link between elements. Reference refers to system which introduces and track the identity of participant through text.

4.1.1.1 Personal Reference

Personal reference is reference by means of function in the speech situation through the category of person. The category of personals is divided into three classes of personal pronouns (I, you, we, he, she, it) which function as a subject or object (me, you, him), and possessive pronoun (my, your, their, his, our, its.). Personal Reference can be used to refer back to a noun mentioned earlier in the text (anaphoric reference) or to a noun which the pronouns proceed (cataphoric reference).

The number of Personal Reference used in background of theses is 96 or 37, 94%. It can be seen as follows:

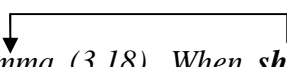
Table 4.2 Personal References on Background of Theses

No.	Personal Reference	Number	Percentage
1.	She	16	16, 67 %
2.	He	3	3, 12 %
3.	It	29	30, 21 %
4.	Its	2	2, 08 %
5.	Them	1	1, 04 %
6.	They	20	20, 84 %
7.	We	1	1, 04 %
8.	You	3	3, 12 %
9.	Us	1	1, 04 %
10.	Their	7	7, 3 %
11.	Her	13	13, 54 %
Total		96	100 %

The analysis of the findings can be seen in the following examples:

Excerpt 1:

This novel tells about Emma (3.18). When *she* (PR) was thirteen, her father took her to town to place in the St. Gervais quarter (3.19).

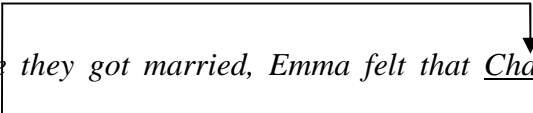


Cohesion analysis:

The reference *she* (personal pronoun) is found in sentence 19. It is categorized as personal reference. The personal pronoun *she* refers back (anaphoric) to *Emma* which is stated previously in sentence 18. This reference creates cohesion relation which is show in the text, so we can interpret the text. The whole sentence constitutes a text. It is important because we should pay attention to *she* which refers back to *Emma* which is stated previously in sentence 18. Based on the occurrence of reference and connection into previous sentence, it can be concluded that sentence 19 is cohesive.

Excerpt 2:

After a long time they got married, Emma felt that Charles was not a romantic person (3.23). **He** (PR) is not like as her imagination (3.24).

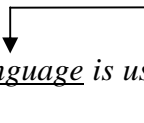


Cohesion analysis:

The reference *he* (personal pronoun) is found in sentence 24. It is categorized as personal reference. The personal pronoun *he* refers back (anaphoric) to *Charles* which is stated previously in sentence 23. This reference creates cohesion relation which is show in the text, so we can interpret the text. The whole sentence constitutes a text. It is important because we should pay attention to *he* which refers back to *Charles* which is stated previously in sentence 23. Based on the occurrence of reference and connection into previous sentence, it can be concluded that sentence 24 is cohesive.

Excerpt 3:

Language is used to get a message and to persuade the addressee of some points of view (1.3). **It** (PR) also creates or maintains social relationship between interlocutors (1.4).

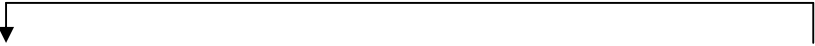


Cohesion analysis:

The reference *it* (personal pronoun) is found in sentence 4. It is categorized as personal reference. The personal pronoun *it* refers back (anaphoric) to *Language* which is stated previously in sentence 3. This reference creates cohesion relation which is show in the text, so we can interpret the text. The whole sentence constitutes a text. It is important because we should pay attention

to *it* which refers back to *Language* which is stated previously in sentence 3. Based on the occurrence of reference and connection into previous sentence, it can be concluded that sentence 4 is cohesive.

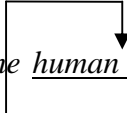
Excerpt 4:

 Sentence structure functions to be four categories (2.46). One of *its* (PR) categories is complex sentence which became the problem that the researcher chose in this thesis correlating to the translation study, especially the translation methods (2.47).

Cohesion analysis:

The reference *its* (personal pronoun) is found in sentence 47. It is categorized as personal reference. The personal pronoun *its* refers back (anaphoric) to *Sentence structure* which is stated previously in sentence 46. This reference creates cohesion relation which is show in the text, so we can interpret the text. The whole sentence constitutes a text. It is important because we should pay attention to *its* which refers back to the *Sentence structure* which is stated previously in sentence 46. Based on the occurrence of reference and connection into previous sentence, it can be concluded that sentence 47 is cohesive.

Excerpt 5:

 *Literary work is a literary study which connected with the human being life, like behavior, feelings, social condition and tradition among **them** (PR) (3.1).*

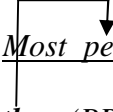
Cohesion analysis:

The reference *them* (personal pronoun) is found in sentence 6. It is categorized as personal reference. The personal pronoun *them* refers back

(anaphoric) to *human being* which is stated previously. This reference creates cohesion relation which is show in the text, so we can interpret the text. The whole sentence constitutes a text. It is important because we should pay attention to *them* which refers back to the *human being* which is stated previously. Based on the occurrence of reference and connection into previous clause, it can be concluded that sentence 1 is cohesive.

Excerpt 6:

*People communicate using language to create communication (1.7).
Communication is a sophisticated skill (1.8). Most people have the physical
competence to talk and to make interaction, so **they** (PR) should learn to speak
well and communicate effectively (1.9).*



Cohesion analysis:

The reference *they* (personal pronoun) is found in sentence 9. It is categorized as personal reference. The personal pronoun *they* refers back (anaphoric) to *most people* which is stated previously. This reference creates cohesion relation which is show in the text, so we can interpret the text. The whole sentence constitutes a text. It is important because we should pay attention to *they* which refer back to the *most people*. Based on the occurrence of reference and connection into previous clause, it can be concluded that sentence 9 is cohesive.

Excerpt 7:

*Besides, it is giving conscious to society about this truth life, where **we** (PR) can get knowledge and understanding deeply about human, world and life (3.4).*

Cohesion analysis:

The reference *we* (personal pronoun) is categorized as personal reference. The personal pronoun *we* refers outside of the text (exophoric) to *the reader of the text and the writer*. This reference creates cohesion relation which is show in the text, so we can interpret the text. The whole sentence constitutes a text. It is important because we should pay attention to *we* which refers outside to *the reader of the text and the writer*. Based on the occurrence of reference *we*, it can be concluded that sentence 4 is cohesive.

Excerpt 8:

*Non-verbal communication is expressed that “Social contact is of key importance and in which it is not what **you** (PR) say that counts but how **you** (PR) say it –what **you** (PR) convey with body language, gestures, eye contact, physical distance, and other non-verbal messages.”, while verbal communication is described that “Verbal language requires the use of only one of the five sensory modalities: hearing (1.12).”*

Cohesion analysis:

The reference *you* (personal pronoun) is categorized as personal reference. The personal pronoun *you* refers outside of the text (exophoric) to *the reader of the text*. This reference creates cohesion relation which is show in the text, so we

can interpret the text. The whole sentence constitutes a text. It is important because we should pay attention to *you* which refers to *the reader of the text*. Based on the occurrence of reference *you* , it can be concluded that sentence 12 is cohesive.

Excerpt 9:

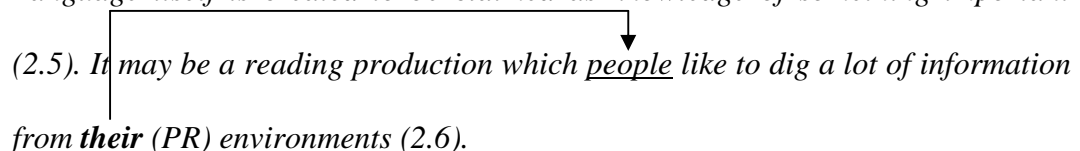
A dialogue itself, based on Oxford Advanced Learner's Dictionary fifth edition is "spoken or written conversation or talk between two or more people to make a discussion in which opinions are exchanged", while Eggins (1994:149) stated "that dialogue is the means language gives us (PR) for expressing interpersonal meanings about roles and attitudes (1.12).

Cohesion analysis:

The reference *us* (personal pronoun) is categorized as personal reference. The personal pronoun *us* refers outside of the text (exophoric) to *the reader of the text and the writer*. This reference creates cohesion relation which is show in the text, so we can interpret the text. The whole sentence constitutes a text. It is important because we should pay attention to *us* which refers outside to *the reader of the text and the writer*. Based on the occurrence of reference *us*, it can be concluded that sentence 12 is cohesive.

Excerpt 10:

*The reasons are like socio-level of people who use that language (2.4).
Language itself is created to be claimed as knowledge of something important
(2.5). It may be a reading production which people like to dig a lot of information
from **their** (PR) environments (2.6).*

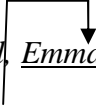


Cohesion analysis:

The reference *their* (possessive pronoun) is found in sentence 6. It is categorized as personal reference. The possessive pronoun *their* refers back (anaphoric) to *people* which is stated previously. This reference creates cohesion relation which is show in the text, so we can interpret the text. The whole sentence constitutes a text. It is important because we should pay attention to *their* which refers back to the *people* which is stated previously. Based on the occurrence of reference and connection into previous sentence, it can be concluded that sentence 6 is cohesive.

Excerpt 11:

After a long time they got married, Emma (PR) felt that Charles was not a romantic person (3.23). He is not like as **her** (PR) imagination (3.24).



Cohesion analysis:

In clause, the reference *her* (possessive pronoun) is found in sentence 24. It is categorized as personal reference. The possessive pronoun *her* refers back (anaphoric) to *Emma* which is stated previously in sentence 23. This reference creates cohesion relation which is show in the text, so we can interpret the text. The whole sentence constitutes a text. It is important because we should pay attention to *her* which refers back to *Emma* which is stated previously in sentence 23. Based on the occurrence of reference and connection into previous sentence, it can be concluded that sentence 24 is cohesive.

4.1.1.2 Demonstrative Reference

Demonstrative reference is expressed through determiners and adverb. In the case of demonstrative, the word *this*, *these*, *that*, *those*, *here*, *the*, *now*, and *then* are used. That type of reference can represent a single word or phrase.

The number Demonstratives Reference used in background of theses is 16 or 6, 32 %. It can be seen as follows:

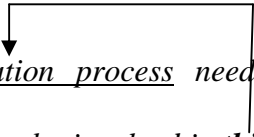
Table 4.3 Demonstrative Reference on Background of Theses

No.	Demonstrative Reference	Number	Percentage
1.	This	14	87, 5 %
2.	That	2	12, 5 %
Total		16	100 %

The analysis of the findings can be seen in the following examples:

Excerpt 12:

Furthermore, translation process needs to be done in a consistent condition (2.35). As a person who involved in **this** process, that is a translator, he should be aware of various sentence constructions which may exist in translation works he is dealing with (2.36).

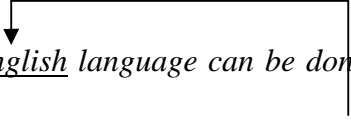


Cohesion analysis:

The word *this* is found in sentence 36. It is categorized as demonstratives reference. The word *this* refers back (anaphoric) to *translation process* which is stated previously in sentence 35. This reference creates cohesion relation which is shown in the text, so we can interpret the text. The whole sentence constitutes a text. It is important because we should pay attention to *this* which refers to the

previous sentence which is *translation process*. Based on the occurrence of reference and connection into previous sentence, it can be concluded that sentence 29 is cohesive.

Excerpt 13:



*Language description as well as in English language can be done with a lot of reasons (2.3). The reasons are like socio-level of people who use **that** (DR) language (2.4).*

Cohesion analysis:

The word *that* is found in sentence 4. It is categorized as demonstratives reference. The references *that* refers back (anaphoric) to *English* which is stated previously in sentence 3. This reference creates cohesion relation which is shown in the text, so we can interpret the text. The whole sentence constitutes a text. It is important because we should pay attention to *that* which refers to the previous sentence which is *English*. Based on the occurrence of reference and connection into previous sentence, it can be concluded that sentence 4 is cohesive.

4.1.2 Conjunction

Conjunction creates cohesion by relating sentences and paragraph to each other by using words from the class of conjunction or numerals.

4.1.2.1 Additive Conjunction (Add C)

The additive relation is conjunction which shows explanation of the previous sentence.

The number of Additive Conjunction used in background of theses is 86 or 34 %. It can be seen as follows:

Table 4.4 Additive Conjunction on Background of Theses

No.	Additive Conjunction	Number	Percentage
1.	And	69	80, 24%
2.	Or	12	13, 95%
3.	Furthermore	2	2, 33%
4.	Moreover	1	1, 16%
5.	In addition	1	1, 16%
6.	Beside	1	1, 16%
Total		86	100 %

The analysis of the findings can be seen in the following examples:

Excerpt 14:

*Language is a way to communicate **and** (Add. C) to interact with others (1.2). Language is used to get a message and to persuade the addressee of some points of view (1.3).*

Cohesion analysis:

In sentence 2, the conjunction *and* is categorized as additive conjunction. This conjunction is mentioned in the sentence above links *to communicate* and *to interact* which creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *and* which relates to the statement that is mentioned in the following statement or sentence. Based on the occurrence of conjunction, it can be concluded that sentence 2 is cohesive.

Excerpt 15:

*Language is used to get a message **and** (Add. C) to persuade the addressee of some points of view (1.3).*

In sentence 3, the conjunction *and* is categorized as additive conjunction. This conjunction is mentioned in the sentence above links *to get a message* and *to persuade the addressee* which creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *and* which relates to the statement that is mentioned in the following statement or sentence. We can see that cohesion is not only affected by the presence of the conjunction, but also the item that are related by conjunction. Based on the occurrence of conjunction, it can be concluded that sentence 3 is cohesive.

Excerpt 16:

*They are able to talk and communicate since they have thought **or** (Add. C) feeling that they want to share with their friends (1.16).*

Cohesion analysis:

The conjunction *or* is mentioned in the sentence 16 relates the options between *thought* and *feeling* which creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *or* which relates to the statement that is mentioned in the following statement or sentence. Based on the occurrence of conjunction, it can be concluded that sentence 16 is cohesive.

Excerpt 17:

*As stated by Fine (2005:10), “Small talk is no small thing (1.28). It is a valuable personal and professional thread that connects people” (1.29). **Furthermore**, (Add. C) small talk is used to express or exchange ideas by means of spoken words, to convey information and to communicate with other people, particularly in a dialogue (1.30).*

Cohesion Analysis:

In sentence 30, the conjunction *furthermore* is categorized as additive conjunction. This conjunction is mentioned in the sentence above about *small talk* which creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *furthermore* which relates to the statement that is mentioned in the following statement or sentence. Based on the occurrence of conjunction, it can be concluded that sentence 30 is cohesive.

Excerpt 18:

*The comic author may have a capability to draw the comic story in imaginary pictures to make the readers satisfy enough (2.66). **Moreover**, (Add. C) the researcher used a comic book entitled *The Very Best of Donald Duck Comics Vol.14 Bilingual Edition* as the source data in this thesis because the researcher has a thinking that bilingual comic book is usually published in contributing the way of learning English in Indonesia country (2.67).*

Cohesion Analysis:

In sentence 67, the conjunction *moreover* is categorized as additive conjunction. This conjunction is related with *The comic author may have a capability to draw the comic story in imaginary pictures to make the readers satisfy enough* stated previously in sentence 66, creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *moreover* which relates to the statement that is mentioned in the following statement or sentence. Based on the occurrence of conjunction, it can be concluded that sentence 67 is cohesive.

Excerpt 19:

*When translators still follow the sentence structure in the source language without seeing the rule of the target language''s sentence structure, translators may create a different meaning in translating process and translators may make such an error in their translation work that cannot be accepted by the readers in the target language (2.53). **In addition**, (Add. C) the researcher is also interested in sentence analysis; especially in complex sentences on both languages she is learning now (2.54).*

Cohesion Analysis:

In sentence 54, the conjunction *in addition* is categorized as additive conjunction. This conjunction is related with *When translators still follow the sentence structure in the source language without seeing the rule of the target language''s sentence structure, translators may create a different meaning in*

translating process and translators may make such an error in their translation work that cannot be accepted by the readers in the target language as stated previously in sentence 53, creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *in addition* which relates to the statement that is mentioned in the following statement or sentence. Based on the occurrence of conjunction, it can be concluded that sentence 54 is cohesive.

Excerpt 20:

Literary work is a literary study which connected with the human being life like behavior, feelings, social condition and tradition among them (1.1). It also has close relationship with the society's life and psychology that give a very large impact to people (1.2). It posses eternal characteristic because it contains the authentic truth that always exist when man/human still exist (1.3). Besides (Add. C), it is giving conscious to society about this truth life, where we can get knowledge and understanding deeply about human, world and life (1.4).

Cohesion Analysis:

In sentence 4, the conjunction *besides* is categorized as additive conjunction. This conjunction is related with *Literary work is a literary study which connected with the human being life like behavior, feelings, social condition and tradition among them* stated previously in sentence 1, creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *besides* which relates to the statement that is mentioned in the following statement or sentence.

Based on the occurrence of conjunction, it can be concluded that sentence 4 is cohesive.

4.1.2.2 Adversative Conjunction (Adv C)

The basic meaning of adversative relations is contrary to expectation.

The number of adversative conjunction used in background of theses is 7 or 2, 77 %. It can be seen as follows:

Table 4.5 Adversative Conjunction on Background of Theses

No.	Adversative Conjunction	Number	Percentage
1.	But	5	71, 42 %
2.	However	1	14, 29 %
3.	Although	1	14, 29 %
Total		7	100 %

The analysis of the findings can be seen in the following examples:

Excerpt 21:

*Indeed non-verbal communication supports verbal communication, for instance people use gestures, facial expressions, eyes contacts and others to share information (1.9). **However**, (Adv. C) communication will be so unique that it is not only used to share information, but it is used also to maintain social relationship between the speaker and hearer in interactions, especially in a dialogue (1.10).*

Cohesion analysis:

The conjunction *however* is categorized as adversative conjunction. The conjunction *however* shows the contrastive relation between *others to share information* and *communication will be so unique that it is not only used to share*

information which creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *however* which relates the contrastive statement that is mentioned in the following statement or sentence. Based on the occurrence of conjunction, it can be concluded that sentence 10 is cohesive.

Excerpt 22:

*In doing a translation work, translators may have a chance to give meaning in each word in the source language **but** (Adv. C) it should be still appropriate in a sentence construction of the target language so the result can be accepted by the readers in the target language (2.12).*

Cohesion analysis:

The conjunction *but* is categorized as adversative conjunction. The conjunction *but* shows the contrastive relation between *In doing a translation work, translators may have a chance to give meaning in each word in the source language* which creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *but* which relates the contrastive statement that is mentioned in the following statement or sentence. Based on the occurrence of conjunction, it can be concluded that sentence 10 is cohesive.

Excerpt 23:

*The small means having a small content and it always be significant in a social interaction (1.26). **Although** (Adv. C) it is very simple, English learners sometimes ignore it as a way to communicate with others so that they cannot make good communication, neither social relationship (1.27).*

Cohesion analysis:

The conjunction *although* is categorized as adversative conjunction. The conjunction *although* mentioned in the sentence above explains contrastive relation between of *it is very simple* and *English learners sometimes ignore it as a way to communicate with others so that they cannot make good communication, neither social relationship* which creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *although* which relates the contrastive statement that is mentioned in the following statement or sentence. Based on the occurrence of conjunction, it can be concluded that sentence 27 is cohesive.

Excerpt 24:

*Non-verbal communication is expressed that “Social contact is of key importance and in which it is not what you say that counts **but** (Adv. C)how you say it – what you convey with body language, gestures, eye contact, physical distance, and other non-verbal messages.”, while verbal communication is described that “Verbal language requires the use of only one of the five sensory modalities: hearing (1.12).”*

Cohesion analysis:

The conjunction *but* is categorized as adversative conjunction. The conjunction *but* shows the contrastive relation between *Non-verbal communication is expressed that “Social contact is of key importance and in which it is not what you say that counts* which creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *but* which relates the contrastive statement that is mentioned in the following statement or sentence. Based on the occurrence of conjunction, it can be concluded that sentence 28 is cohesive.

4.1.2.3 Causal conjunction (CC)

The simple form of causal relation is expressed by so, thus, because, so that.

The number of causal conjunction used in background of theses is 23 or 9, 09%. It can be seen as follows:

Table 4.6 Causal Conjunction of Background of Theses

No.	Causal Conjunction	Number	Percentage
1.	So	7	30, 43%
2.	So that	1	4, 35 %
3.	Because	9	39, 13%
4.	Causes	1	4, 35 %
5.	Thus	1	4, 35 %
6.	Caused	1	4, 35 %
7.	Since	3	13, 04 %
Total		23	100 %

The analysis of the findings can be seen in the following examples:

Excerpt 25:

*Literary work is a literary study which connected with the human being life, like behavior, feelings, social condition and tradition among them (3.1). It also has close relationship with the society's life and psychology that give a very large impact to people (3.2). It posses eternal characteristic **because** (CC) it contains the authentic truth that always exist when man/human still exist (3.3).*

Cohesion analysis:

The conjunction *because* is categorized as causal conjunction. The *because* here presents the effect of *it contains the authentic truth that always exist when man/human still exist* as the cause and *It posses eternal characteristic* as the effect. The function of *because* has some relation between cause and effect, which

creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *because* which relates the cause and effect of the statement that is mentioned in the following statement or sentence. Based on the occurrence of conjunction, it can be concluded that sentence 3 is cohesive.

Excerpt 26:

Emma's psychological condition makes her to commit suicide (3.30). Based on the previous explanation, the writer decides to discuss how Emma as the main character experiences the desire that she could not achieve, so that (CC) she got a depression and then commit suicide (3.31).

Cohesion analysis:

The conjunction *so that* is categorized as causal conjunction. The *so that* here presents the effect of *Emma as the main character experiences the desire that she could not achieve* as the cause and *she got a depression and then commit suicide* as the effect. The function of *so* has some relation between cause and effect, which creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *so* which relates the cause and effect of the statement that is mentioned in the following statement or sentence. Based on the occurrence of conjunction, it can be concluded that sentence 31 is cohesive.

Excerpt 27:

Applying phatic communication or small talk in casual dialogues is really important for people, especially English learners (1.32). It is used to make out the

way the English learners start making communication and to sustain it well in order to prove how excellent the English learners are in having communication skill in English (1.33). **Thus**, (CC) in this research, the researcher prefers to discuss “Phatic Communication in Casual Dialogues among English Learners” as the title of this thesis since it is seldom to be discussed and it is necessary for the people who want to interact with others, especially making good communication in a society (1.34).

Cohesion analysis:

The conjunction *thus* is categorized as causal conjunction. The *thus* here presents the effect of *Applying phatic communication or small talk in casual dialogues is really important for people, especially English learners (1.32)*. It is used to make out the way the English learners start making communication and to sustain it well in order to prove how excellent the English learners are in having communication skill in English (1.33) as the cause and in this research, the researcher prefers to discuss “Phatic Communication in Casual Dialogues among English Learners” as the title of this thesis since it is seldom to be discussed and it is necessary for the people who want to interact with others, especially making good communication in a society as the effect. The function of *thus* has some relation between cause and effect, which creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *so* which relates the cause and effect of the statement that is mentioned in the following statement or sentence.

Based on the occurrence of conjunction, it can be concluded that sentence 34 is cohesive.

Excerpt 28:

*They are able to talk and communicate **since** (CC) they have thought or feeling that they want to share with their friends (1.16).*

Cohesion analysis:

The conjunction *since* is categorized as causal conjunction. The *since* here presents the effect of *they have thought or feeling that they want to share with their friends* as the cause and *they are able to talk and communicate* as the effect. The function of *since* has some relation between cause and effect, which creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *since* which relates the cause and effect that is mentioned in the following sentence. Based on the occurrence of conjunction, it can be concluded that sentence 16 is cohesive.

4.1.4.4 Temporal Conjunction (TC)

Temporal conjunction related to sequence in time and place, when and where the one is subsequent to the other.

The number temporal conjunction used in background of theses is 26 or 10%. It can be seen as follows:

Table 4.7 Temporal Conjunction Background of Theses

No.	Temporal Conjunction	Number	Percentage
1.	Until	2	8 %
2.	Then	5	20 %
3.	When	10	40 %
4.	Next	1	4 %
5.	All in all	1	4 %
6.	While	3	12 %
7.	After	2	8 %
8.	Finally	1	4 %
Total		25	100 %

The analysis of the findings can be seen in the following examples:

Excerpt 29:

Brown (2000:262) explained about non-verbal and verbal communication (1.11). Non-verbal communication is expressed that “Social contact is of key importance and in which it is not what you say that counts but how you say it – what you convey with body language, gestures, eye contact, physical distance, and other non-verbal messages.”, while (TC) verbal communication is described that “Verbal language requires the use of only one of the five sensory modalities: hearing (1.12).”

Cohesion analysis:

The conjunction *while* is categorized as temporal conjunction. It interprets the time when two events occur together, *Non-verbal communication* and *verbal communication*. The temporal conjunction shows the time when the event takes place. Temporal conjunction creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we

should pay attention to *while* shows the time when some events take place. Based on the occurrence of conjunction, it can be concluded that sentence 12 is cohesive.

Excerpt 30:

*Globalization is one of the reasons why people need translation in their daily life especially **when** (TC) they have to master two languages at the same time (2.15).*

Cohesion analysis:

The conjunction *when* is categorized as temporal conjunction. It interprets the time when two events occur together, *Globalization is one of the reasons why people need translation in their daily life especially*, and *they have to master two languages at the same time*. The temporal conjunction shows the time when the event takes place. Temporal conjunction creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *when* shows the time when some events take place. Based on the occurrence of conjunction, it can be concluded that sentence 15 is cohesive.

Excerpt 31:

*For instance, Indonesian people use translation **when** (TC) they find difficulties in understanding another language, especially English language (2.16).*

Cohesion analysis:

The conjunction *when* is categorized as temporal conjunction. It interprets the time when two events occur together, *For instance, Indonesian people use*

translation, and they find difficulties in understanding another language, especially English language. The temporal conjunction shows the time when the event takes place. Temporal conjunction creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *when* shows the time when some events take place. Based on the occurrence of conjunction, it can be concluded that sentence 16 is cohesive.

Excerpt 32:

*It is actually fair **when** (TC) the different sentence constructions appear in the middle of proofreading process in doing a translation work (2.37).*

Cohesion Analysis:

The conjunction *when* is categorized as temporal conjunction. It interprets the time when two events occur together, *It is actually fair,* and *the different sentence constructions appear in the middle of proofreading process in doing a translation work.* The temporal conjunction shows the time when the event takes place. Temporal conjunction creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *when* shows the time when some events take place. Based on the occurrence of conjunction, it can be concluded that sentence 37 is cohesive.

Excerpt 33:

*Translators may not only read the whole text they want to translate **then** (TC) write their mind down in another language they have mastered but also translators sometimes make a change in a sentence structure of the target*

language to follow the rule of one's language sentence structure in order to show the meaning in the right way (2.51).

Cohesion analysis:

The conjunction *then* is categorized as causal temporal conjunction. The conjunction *then* mentioned above explains time for the next events, *Translators may not only read the whole text they want to translate*. The temporal conjunction shows the time when the event takes place. Temporal conjunction creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *then* shows the time when some events take place. Based on the occurrence of conjunction, it can be concluded that sentence 51 is cohesive.

Excerpt 34:

When she was thirteen, her father took her to town to place in the St. Gervais quarter (3.19). After (TC) her mother died, she is back to her home (3.20).

Cohesion analysis:

The conjunction *after* is categorized as temporal conjunction. The conjunction *after* explains the time about *her mother died*. The temporal conjunction shows the time when the event takes place. Temporal conjunction creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *after* shows the time when some events take place. Based on the occurrence of conjunction, it can be concluded that sentence 20 is cohesive.

Excerpt 35:

*Emma's psychological condition makes her to commit suicide (3.30).
Based on the previous explanation, the writer decides to discuss how Emma as the
main character experiences the desire that she could not achieve, so that she got a
depression and **then** (TC) commit suicide (3.31).*

Cohesion analysis:

The conjunction *then* is categorized as causal temporal conjunction. The conjunction *then* mentioned above explains time for the next events, *Based on the previous explanation, the writer decides to discuss how Emma as the main character experiences the desire that she could not achieve, so that she got a depression.* The temporal conjunction shows the time when the event takes place. Temporal conjunction creates cohesion in the text, so we can interpret them as a whole. The whole sentence constitutes a text. It is important because we should pay attention to *then* shows the time when some events take place. Based on the occurrence of conjunction, it can be concluded that sentence 31 is cohesive.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This chapter presents the important points of the whole discussion in this study. Furthermore, it also suggests some recommendations for academic teaching and for further research.

From the analysis of English Department Theses of Dian Nuswantoro University especially in the background section, the researcher can conclude that the backgrounds used grammatical cohesive devices in the text. Actually grammatical cohesive devices help the readers to understand the text in English Department theses of Dian Nuswantoro University especially in the background section.

The grammatical cohesive devices consist of reference, substitution, ellipsis, and conjunction. The grammatical cohesive devices that occurred in the English Department theses of Dian Nuswantoro University especially in the background section which became the greatest number are the Personal References with 96 words (37, 94 %). There are 16 words (6, 32 %) included in Demonstrative Reference. There is no substitution and ellipsis. There are Additive Conjunctions with 86 words (34 %), Adversative Conjunction with 7 words (2, 77 %), Causal Conjunction with 23 words (9, 09 %). The last is the number of Temporal Conjunction with 25 words (9, 88 %). From the occurrences of the types of grammatical cohesion, it can be concluded that the theses are cohesive.

The Personal Reference became the greatest number because the data were taken from the written data. There is no substitution and ellipsis because those types are usually found in the spoken data.

5.2 Suggestion

After analyzing the English Department Theses of Dian Nuswantoro University especially in the background section which makes the readers understand about the use of grammatical cohesive devices, it is suggested that students or readers learn more about cohesion when they write a text, especially a scientific one. It is important both to the reader in constructing the meaning from a text and to the writer in constructing the meaning from a text and to the writer in creating a text that can be easily comprehend. It will help them to make a text comprehensive.

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APPENDICES

Appendix 1. Background of the Theses

Background of Thesis 1

Language has an important role in life because people can understand one another by expressing their feelings, thinking of ideas, communicating with each other, conveying information and sharing to each other (1.1). Language is a way to communicate and to interact with others (1.2). Language is used to get a message and to persuade the addressee of some points of view (1.3). It also creates or maintains social relationship between interlocutors (1.4). Language is called as the expression of human communication through which knowledge, belief, and behavior can be experienced, explained, and shared (1.5). It is usually used signs, sounds, gestures, or symbols to convey understood meanings within a group or community (1.6).

People communicate using language to create communication (1.7). Communication is a sophisticated skill (1.8). Most people have the physical competence to talk and to make interaction, so they should learn to speak well and communicate effectively (1.9). Making communication means to understand verbal and non-verbal communication (1.10).

Brown (2000:262) explained about non-verbal and verbal communication (1.11). Non-verbal communication is expressed that “Social contact is of key importance and in which it is not *what* you say that counts but *how* you say it – what you convey with body language, gestures, eye contact, physical distance, and other non-verbal messages.”, while verbal communication is described that “Verbal language requires the use of only one of the five sensory modalities: hearing (1.12).”

Indeed non-verbal communication supports verbal communication, for instance people use gestures, facial expressions, eyes contacts and others to share information (1.13). However, communication will be so unique that it is not only used to share information, but it is used also to maintain social relationship between the speaker and hearer in interactions, especially in a dialogue (1.14).

In a dialogue, there must be at least two people who are talking about something (1.15). They are able to talk and communicate since they have thought or feeling that they want to share with their friends (1.16). They talk so as people want to become acquainted, build interaction, convey feelings to others, share information and persuade others to understand their condition in making a dialogue (1.17).

A dialogue itself, based on Oxford Advanced Learner’s Dictionary fifth edition is “spoken or written conversation or talk between two or more people to make a discussion in which opinions are exchanged”, while Eggins (1994:149) stated “that dialogue is the means language gives us for expressing interpersonal meanings about roles and attitudes (1.18). Being able to take part in dialogue, then, means being able to negotiate the exchange of interpersonal meanings, being able to realize social relationships with other language users” (1.19). Indeed, a dialogue is a talk with a small participant who expresses a speaker’s attitudes

relates to social relationships among people who are taking part in a dialogue with a very “small” talk or discussion (1.20).

Making communication in a dialogue is not easy (1.21). It should use some techniques (1.22). People usually apply *basa basi* or phatic communication when the context is that they do not know each other or even when they have already known, they still use it of course with the different purposes (1.23). One of the purposes is to retain social relationship to the surrounding people (1.24).

Phatic communication is known as small talk (1.25). The small means having a small content and it always be significant in a social interaction (1.26). Although it is very simple, English learners sometimes ignore it as a way to communicate with others so that they cannot make good communication, neither social relationship (1.27).

As stated by Fine (2005:10), “Small talk is no small thing (1.28). It is a valuable personal and professional thread that connects people” (1.29). Furthermore, small talk is used to express or exchange ideas by means of spoken words, to convey information and to communicate with other people, particularly in a dialogue (1.30).

Applying phatic communication or small talk in casual dialogues is really important for people, especially English learners (1.31). It is used to make out the way the English learners start making communication and to sustain it well in order to prove how excellent the English learners are in having communication skill in English (1.32).

Thus, in this research, the researcher prefers to discuss “Phatic Communication in Casual Dialogues among English Learners” as the title of this thesis since it is seldom to be discussed and it is really necessary for the people who want to interact with others, especially making good communication in a society (1.33).

This research is used to find out the way of the English learners sustain communication, to identify and to find out the functions of phatic communication used by the English learners, to reveal the reasons of the use of phatic communication in casual dialogues, and to find out the differences of the use of phatic communication between a couple of female students and a couple of male students in casual dialogues under study (1.34).

From this research, the researcher really hopes that people, who want to make good communication with their friends or with unknown people, especially in English, can apply phatic communication as a means to talk, so the conversation or dialogue can run smoothly and even it can establish social interaction (1.35).

Background of Thesis 2

The production of language can enable people to understand grammatically correct sentences which appear in a language (2.1). As we know, a construction in a sentence can build a language widely (2.2). Language description as well as in English language can be done with a lot of reasons (2.3). The reasons are like socio-level of people who use that language (2.4). Language itself is created to be claimed as knowledge of something important (2.5). It may be a reading production which people like to dig a lot of information from their environments (2.6). That information can also be enjoyed by the other societies who have different languages (2.7).

Information in other languages can be read by a lot of people who work as translators (2.8). Translators are people who live in one society and master the two languages and also have a capability to deal with translation works (2.9). Translators' main job is to produce translation works so that the readers can understand the message in the target language (2.10). Translation work has become one of the familiar knowledge which people need and use (2.11). In doing a translation work, translators may have a chance to give meaning in each word in the source language but it should be still appropriate in a sentence construction of the target language so the result can be accepted by the readers in the target language (2.12).

Translation work can be reached by the equivalence of meaning and style between the source and target languages as said by Nida (1982:12) that translation consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and second in terms of style (2.13). Meaning and style in translation work is growing continuously in this global life (2.14). Globalization is one of the reasons why people need translation in their daily life especially when they have to master two languages at the same time (2.15). For instance, Indonesian people use translation when they find difficulties in understanding another language, especially English language (2.16).

The difficulties in understanding the target language are able to be figured out by the translators (2.17). Translators are willing to proceed translation from a text in the source language to be a translated text in the target language by summarizing, explaining or other ways in translation process (2.18). In fact, translation may have no doubt to share significant features using a range of other text-processing activities because it is based on the differences between two kinds of output, meaning and style (2.19). Meaning and style in the target text usually create a relationship in the text-processing activities so that the translation equivalence can be successfully achieved in the target language (2.20). A good translation equivalence found in a target language text may give the result of translation work that is also good (2.21). The result of translation usually creates many references published in a form of books (2.22). Books are usually divided into fiction and non-fiction (2.23). Fictions are imaginary stories that are not partly or completely true, like comics (2.24). Non-fictions provide information and they are commonly published as references, like textbook, dictionary and many other things of that sort (2.25). Comics are a series of pictures and are

usually arranged horizontally on a newspaper, a magazine or a book being read as a narrative (2.26). The narrative story can build the imaginary by comic reading comprehension (2.27). In comics, all the meanings are not only found by the pictures but also the words which control where the story will go (2.28). It is known that there are many original comics have been translated into various target languages in the world (2.29). For instance, there are Indonesian translation of the English Disney comics, English translation of the French comic series *Astérix* and *Tintin*, Indonesian and English translation of the Japanese comic series *Detective Conan* and many others (2.30).

Various target languages in the world have their own different linguistic system which causes some problems to the translating process of comics (2.31). The problems are expressed by the different form of words, phrases, clauses or even sentences in the source and target languages (2.32). In translating process of comics, translators should also be aware of the equivalence in the two different languages they are working on (2.33). From the different sentence meanings in the two different languages of comics may show the translation methods used in the translating process (2.34).

Furthermore, translation process needs to be done in a consistent condition (2.35). As a person who is involved in this process, that is a translator, he should be aware of various sentence constructions which may exist in translation works he is dealing with (2.36). It is actually fair when the different sentence constructions appear in the middle of proofreading process in doing a translation work (2.37). The reason is that when an author wrote the original version, the author's writing style could be different from what the translator put out in the result of translation work (2.38). The writing style in the target language sentence should be followed by all grammatical, syntactic and idiomatic customs as well as the source language sentence that should seem to be fluent and skilled enough as the result of translation work (2.39).

Writing style may have a relation with the structure lesson in a language (2.40). Structure in a language can be learnt deeply by applying linguistics lessons (2.41). Some linguistics competence can be defined as the rules of language itself (2.42). The rules of language mean how the language can be formed and what sentence construction can build a language (2.43). Linguistics competence can influence translation work especially from syntactical study (2.44). Syntax is the study of sentence structure (2.45). Sentence structure functions to be four categories (2.46). One of its categories is complex sentence which became the problem that the researcher chose in this thesis correlating to the translation study, especially the translation methods (2.47). Next, it will be explained why the researcher chose translation methods and complex sentences as her title in this thesis (2.48).

The researcher is very interested in translation study, especially in translation methods because translation methods may become the appropriate way to help a translator dealing with the word given in a Source Language Text (SLT) transferred into a Target Language Text (TLT) (2.49). Translation methods are methods used in translating process in rendering the meaning based on each translators' intention in translating a translation work (2.50). Translators may not

only read the whole text they want to translate then write their mind down in another language they have mastered but also translators sometimes make a change in a sentence structure of the target language to follow the rule of one language sentence structure in order to show the meaning in the right way (2.51). When translators still follow the sentence structure in the source language without seeing the rule of the target language's sentence structure, translators may create a different meaning in translating process and translators may make such an error in their translation work that cannot be accepted by the readers in the target language (2.52).

In addition, the researcher is also interested in sentence analysis; especially in complex sentences on both languages she is learning now (2.53). The researcher uses the sentence structure to help on indicating the complex sentences in this study (2.54). Complex sentence is a sentence contains more than one clause and usually is connected by conjunctions (2.55). The researcher chose to use complex sentences because the „complex” is assumed to be the most complicated part to translate in translating process (2.56). Complex sentences may have different structure in delivering the message of the target language (2.57). For instance, English and Indonesian have different concepts of grammar in each word order as well as the complex sentence structure (2.58). Complex sentence structure is commonly supported by the use of conjunctions that may have different perception in the two languages based on the intention of producing a translation work by the translation methods (2.59). Complex sentence structure may also appear in translation work in a form of comics (2.60).

Comic is usually published in a form of picture series (2.61). This form can be printed in a book or any collecting paper such as in the newspaper (2.62). Comic is usually presented as a story of narrative in a sequence or event (2.63). The topic in comic can be so many themes because comic is a reading picture book read by people in all ages (2.64). Comic is usually written in order to give fun to the readers by the visual act of the pictures and the word balloons (2.65). The comic author may have a capability to draw the comic story in imaginary pictures to make the readers satisfy enough (2.66).

Moreover, the researcher used a comic book entitled *The Very Best of Donald Duck Comics Vol.14 Bilingual Edition* as the source data in this thesis because the researcher has a thinking that bilingual comic book is usually published in contributing the way of learning English in Indonesia country (2.67). So, this contribution in education may attract people to learn English language because bilingual comic contains so much picture series to support the language learning (2.68). *The Very Best of Donald Duck Comics Vol.14 Bilingual Edition* is actually the very best collection of Donald Duck stories from the first published in 1976 (2.69). Donald Duck may have been a character that is being like by people in all ages until now (2.70). From the language point of view, Donald Duck comic may have different complex sentence structure in the contexts of its story idea, picture or culture that are also different between the two languages of the bilingual comic (2.71). Also, by reading a bilingual comic, Indonesian people are easily understand how to use English in an appropriate way (2.72).

All in all, it is interesting to analyze the complex sentences from the translation methods point of view (2.73). By analyzing complex sentences in a bilingual comic book gives the understanding of its translation process (2.74). Then, it is noticeable in that bilingual comic book from the translation methods point of view entitled *A Translation Analysis of Complex Sentences in The Very Best of Donald Duck Comics Vol.14 Bilingual Edition* (2.75).

Background of Thesis 3

Literary work is a literary study which connected with the human being life, like behavior, feelings, social condition and tradition among them (3.1). It also has close relationship with the society's life and psychology that give a very large impact to people (3.2). It posses eternal characteristic because it contains the authentic truth that always exist when man/human still exist (3.3). Besides, it is giving conscious to society about this truth life, where we can get knowledge and understanding deeply about human, world and life (3.4).

Literary genre is divided into three; they are drama, fiction, and poetry (3.5). According to the genre, literature is differentiated into two (3.6). There are non imaginative literature and imaginative literature (3.7). Non imaginative comprises essay, memoir, critique, biography, historical note and daily note, while imaginative literature consists of prose and poetry (3.8). Prose is divided into two; they are narration, prose, drama (3.9). Narrative prose and fiction consist of novel, novelette, and short story (3.10). Poetry is classified into epic, dramatic, and lyric (3.11). Drama consists of prose drama and poetry drama (3.12). Prose drama covers tragedy, comedy, and melodrama (3.13). (Christopher, 1996:5)

Novel is interesting book to read (3.14). It is one kind of literary work (3.15). Literary work described human experience in writing form (3.16).

Gustave Flaubert's *Madame Bovary* is a unique novel and it offers enlightenment on how to end the problem of love and money (3.17). This novel tells about Emma (3.18). When she was thirteen, her father took her to town to place in the St. Gervais quarter (3.19). After her mother died, she is back to her home (3.20). When her father got an accident, they meet Charles, her father's doctor (3.21). They were falling in love and decided to get married (3.22). After a long time they got married, Emma felt that Charles was not a romantic person (3.23). He is not like as her imagination (3.24). She decided to find the other man, who could satisfy her (3.25). She wanted to be glamour in front of people, because she thought that as doctor's wife, she must be in a good fashion and attitude in front of every people (3.26). Dealing with the condition, she borrowed money from Lheureux (3.27). Until she could not pay her rent in Lheureux, Lheureux took her house and she depressed, and then she decided to end her life by having a bottle of poison (3.28). This condition caused Emma's depression she got frustrated then being depressed since she cannot achieve what she wants from her marriage (3.29). Emma's psychological condition makes her to commit suicide (3.30).

Based on the previous explanation, the writer decides to discuss how Emma as the main character experiences the desire that she could not achieve, so that she got a depression and then commit suicide (3.31). Finally the writer chooses "Emma's depression as her motive to commit suicide" as the title of this thesis (3.32).

Appendix 2. Cohesive Devices in the Texts

Background of Thesis 1

1. Language has an important role in life **because** people can understand one
(CC)
another by expressing **their** feelings, thinking of ideas, communicating
(PR)
with each other, conveying information **and** sharing to each other.
(Add. C)
2. Language is a way to communicate **and** to interact with others.
(Add. C)
3. Language is used to get a message **and** to persuade the addressee of some
(Add. C)
points of view.
4. **It** also creates or maintains social relationship between interlocutors.
(PR)
5. Language is called as the expression of human communication through
which knowledge, belief, **and** behavior can be experienced, explained,
(Add. C)
and shared.
(Add. C)
6. **It** is usually used signs, sounds, gestures, **or** symbols to convey understood
(PR) (Add. C)
meanings within a group or community.
7. People communicate using language to create communication.
8. Communication is a sophisticated skill.
9. Most people have the physical competence to talk **and** to make interaction,
(Add. C)

so they should learn to speak well *and* communicate effectively.
 (CC) (PR) (Add. C)

10. Making communication means to understand verbal *and* non-verbal communication.
 (Add. C)
11. Brown (2000:262) explained about non-verbal *and* verbal communication.
 (Add. C)
12. Non-verbal communication is expressed that “Social contact is of key importance *and* in which it is not what *you* say that counts *but* how *you* say *it* – what *you* convey with body language, gestures, eye contact, physical distance, *and* other non-verbal messages.”, *while* verbal communication is described that “Verbal language requires the use of only one of the five sensory modalities: hearing.”
 (Add. C) (PR) (Adv. C) (PR) (PR) (PR) (Add. C) (TC)
13. Indeed non-verbal communication supports verbal communication, for instance people use gestures, facial expressions, eyes contacts *and* others to share information.
 (Add. C)
14. *However*, communication will be so unique that *it* is not only used to share information, *but it* is used also to maintain social relationship between the speaker *and* hearer in interactions, especially in a dialogue.
 (Adv. C) (PR) (Add. C) (PR) (Add. C)
15. In a dialogue, there must be at least two people who are talking about something.

16. **They** are able to talk **and** communicate **since they** have thought **or**
 (PR) (Add. C) (CC) (PR) (Add. C)
 feeling that **they** want to share with **their** friends.
 (PR) (PR)
17. **They** talk so as people want to become acquainted, build interaction,
 (PR)
 convey feelings to others, share information **and** persuade others to
 (Add. C)
 understand **their** condition in making a dialogue.
 (PR)
18. A dialogue itself, based on Oxford Advanced Learner's Dictionary fifth
 edition is "spoken **or** written conversation **or** talk between two **or** more
 (Add. C) (Add. C) (Add. C)
 people to make a discussion in which opinions are exchanged", **while**
 (TC)
 Egins (1994:149) stated "that dialogue is the means language gives **us** for
 (PR)
 expressing interpersonal meanings about roles **and** attitudes.
 (Add. C)
19. Being able to take part in dialogue, **then**, means being able to negotiate the
 (TC)
 exchange of interpersonal meanings, being able to realize social
 relationships with other language users".
20. Indeed, a dialogue is a talk with a small participant who expresses a
 speaker's attitudes relates to social relationships among people who are
 taking part in a dialogue with a very "small" talk **or** discussion.
 (Add. C)
21. Making communication in a dialogue is not easy.

22. **It** should use some techniques.
(PR)
23. People usually apply basa basi **or** phatic communication **when** the context
(Add Conj.) (TC)
- is that **they** do not know each other **or** even **when they** have already
(PR) (Add. C) (TC) (PR)
- known, **they** still use **it** of course with the different purposes.
(PR) (PR)
24. One of the purposes is to retain social relationship to the surrounding people.
25. Phatic communication is known as small talk.
26. The small means having a small content **and it** always be significant in a
(Add. C) (PR)
- social interaction.
27. **Although it** is very simple, English learners sometimes ignore **it** as a
(Adv. C) (PR) (PR)
- way to communicate with others **so** that **they** cannot make good
(CC) (PR)
- communication, neither social relationship.
28. As stated by Fine (2005:10), “Small talk is no small thing.
- 29 **It** is a valuable personal **and** professional thread that connects people”.
(PR) (Add. C)
30. **Furthermore**, small talk is used to express **or** exchange ideas by means of
(Add. C) (Add. C)
- spoken words, to convey information **and** to communicate with other
(Add. C)
- people, particularly in a dialogue.
31. Applying phatic communication **or** small talk in casual dialogues is really
(Add. C)
- important for people, especially English learners.
32. **It** is used to make out the way the English learners start making

(PR)

communication **and** to sustain **it** well in order to prove how excellent the

(Add. C) (PR)

English learners are in having communication skill in English.

33. **Thus**, in **this** research, the researcher prefers to discuss “Phatic

(CC) (DR)

Communication in Casual Dialogues among English Learners” as the title

of **this** thesis **since it** is seldom to be discussed **and it** is really

(DR) (CC) (PR) (Add. C) (PR)

necessary for the people who want to interact with others, especially making good communication in a society.

34. **This** research is used to find out the way of the English learners sustain

(DR)

communication, to identify **and** to find out the functions of phatic

(Add. C)

communication used by the English learners, to reveal the reasons of the

use of phatic communication in casual dialogues, **and** to find out the

(Add. C)

differences of the use of phatic communication between a couple of female students **and** a couple of male students in casual dialogues under study.

(Add. C)

35. From **this** research, the researcher really hopes that people, who want to

(DR)

make good communication with **their** friends or with unknown people,

(PR)

especially in English, can apply phatic communication as a means to talk,

so the conversation **or** dialogue can run smoothly **and** even **it** can

(CC) (Add. C) (Add. C) (PR)

establish social interaction.

Background of Thesis 2

1. The production of language can enable people to understand grammatically correct sentences which appear in a language.
2. As we know, a construction in a sentence can build a language widely.
3. Language description as well as in English language can be done with a lot of reasons.
4. The reasons are like socio-level of people who use *that* language.
(DR)
5. Language itself is created to be claimed as knowledge of something important.
6. *It* may be a reading production which people like to dig a lot of
(PR)
information from *their* environments.
(PR)
7. *That* information can also be enjoyed by the other societies who have
(DR)
different languages.
8. Information in other languages can be read by a lot of people who work as translators.
9. Translators are people who live in one society *and* master the two
(Add. C)
languages *and* also have a capability to deal with translation works.
(Add. C)
10. Translators' main job is to produce translation works *so that* the
(CC)
readers can understand the message in the target language.
11. Translation work has become one of the familiar knowledge which people
need *and* use.
(Add. C)

12. In doing a translation work, translators may have a chance to give meaning in

each word in the source language **but it** should be still appropriate
(Adv. C) (PR)

in a sentence construction of the target language **so** the result can be
(CC)

accepted by the readers in the target language.

13. Translation work can be reached by the equivalence of meaning **and** style
(Add. C)

between the source **and** target languages as said by Nida (1982:12) that
(Add. C)

translation consists of reproducing in the receptor language the closest

natural equivalence of the source language message, first in terms of

meaning **and** second in terms of style.

(Add. C)

14. Meaning and style in translation work is growing continuously in this global life.

15. Globalization is one of the reasons why people need translation in **their**
(PR)

daily life especially **when they** have to master two languages at the same
(TC) (PR)

time.

16. For instance, Indonesian people use translation **when they** find difficulties
(TC) (PR)

in understanding another language, especially English language.

17. The difficulties in understanding the target language are able to be figured out by the translators.

18. Translators are willing to proceed translation from a text in the source

language to be a translated text in the target language by summarizing,

explaining *or* other ways in translation process.

(Add. C)

19. In fact, translation may have no doubt to share significant features using a

range of other text-processing activities *because it* is based on the

(CC) (PR)

differences between two kinds of output, meaning *and* style.

(Add. C)

20. Meaning *and* style in the target text usually create a relationship in the

(Add. C)

text-processing activities *so* that the translation equivalence can be

(CC)

successfully achieved in the target language.

21. A good translation equivalence found in a target language text may give the result of translation work that is also good.

22. The result of translation usually creates many references published in a form of books.

23. Books are usually divided into fiction *and* non-fiction.

(Add. C)

24. Fictions are imaginary stories that are not partly or completely true, like comics.

25. Non-fictions provide information *and they* are commonly published as

(Add. C) (PR)

references, like textbook, dictionary *and* many other things of that sort.

(Add. C)

26. Comics are a series of pictures *and* are usually arranged horizontally on a

(Add. C)

newspaper, a magazine *or* a book being read as a narrative.

(Add. C)

27. The narrative story can build the imaginary by comic reading comprehension.
28. In comics, all the meanings are not only found by the pictures **but** also the
(Adv. C)
words which control where the story will go.
29. It is known that there are many original comics have been translated into various target languages in the world.
30. For instance, there are Indonesian translation of the English Disney comics, English translation of the French comic series Astérix **and** Tintin,
(Add. C)
Indonesian **and** English translation of the Japanese comic series Detective
(Add. C)
Conan **and** many others.
(Add. C)
31. Various target languages in the world have **their** own different linguistic
(PR)
system which **causes** some problems to the translating process of comics.
(CC)
32. The problems are expressed by the different form of words, phrases,
clauses **or** even sentences in the source **and** target languages.
(Add. C) (Add. C)
33. In translating process of comics, translators should also be aware of the equivalence in the two different languages **they** are working on.
(PR)
34. From the different sentence meanings in the two different languages of comics may show the translation methods used in the translating process.
35. **Furthermore**, translation process needs to be done in a consistent
(Add. C)

condition.

36. As a person who is involved in *this* process, that is a translator, *he* should
(DR) (PR)

be aware of various sentence constructions which may exist in translation works *he* is dealing with.
(PR)

37. It is actually fair *when* the different sentence constructions appear in
(TC)

the middle of proofreading process in doing a translation work.

38. The reason is that *when* an author wrote the original version, the author's
(TC)

writing style could be different from what the translator put out in the result of translation work.

39. The writing style in the target language sentence should be followed by all grammatical, syntactic *and* idiomatic customs as well as the source
(Add. C)

language sentence that should seem to be fluent *and* skilled enough as the
(Add. C)
result of translation work.

40. Writing style may have a relation with the structure lesson in a language.

41. Structure in a language can be learnt deeply by applying linguistics lessons.

42. Some linguistics competence can be defined as the rules of language itself.

43. The rules of language mean how the language can be formed *and* what
(Add. C)

sentence construction can build a language.

44. Linguistics competence can influence translation work especially from syntactical study.

45. Syntax is the study of sentence structure.
46. Sentence structure functions to be four categories.
47. One of *its* categories is complex sentence which became the problem that
(PR)
the researcher chose in *this* thesis correlating to the translation study,
(DR)
especially the translation methods.
48. *Next, it* will be explained why the researcher chose translation methods
(TC) (PR)
and complex sentences as *her* title in *this* thesis.
(Add. C) (PR) (DR)
49. The researcher is very interested in translation study, especially in translation
methods *because* translation methods may become the appropriate way to
(CC)
help a translator dealing with the word given in a Source Language Text
(SLT) transferred into a Target Language Text (TLT).
50. Translation methods are methods used in translating process in rendering the
meaning based on each translators' intention in translating a translation work.
51. Translators may not only read the whole text *they* want to translate *then*
(PR) (TC)
write *their* mind down in another language *they* have mastered *but* also
(PR) (PR) (Adv. C)
translators sometimes make a change in a sentence structure of the target language to

follow the rule of one's language sentence structure in order to show the meaning in the right way.

52. **When** translators still follow the sentence structure in the source language (TC)

without seeing the rule of the target language's sentence structure, translators may create a different meaning in translating process **and**
(Add. C)

translators may make such an error in **their** translation work that cannot be
(PR)

accepted by the readers in the target language.

53. **In addition**, the researcher is also interested in sentence analysis;
(Add. C)

especially in complex sentences on both languages **she** is learning now.
(PR)

54. The researcher uses the sentence structure to help on indicating the complex sentences in this study.

55. Complex sentence is a sentence contains more than one clause **and** usually
(Add. C)

is connected by conjunctions.

56. The researcher chose to use complex sentences **because** the, complex is
(CC)

assumed to be the most complicated part to translate in translating process.

57. Complex sentences may have different structure in delivering the message of the target language.

58. For instance, English **and** Indonesian have different concepts of grammar
(Add. C)

in each word order as well as the complex sentence structure.

59. Complex sentence structure is commonly supported by the use of conjunctions that may have different perception in the two languages based on the intention of producing a translation work by the translation methods.
60. Complex sentence structure may also appear in translation work in a form of comics.
61. Comic is usually published in a form of picture series.
62. **This** form can be printed in a book or any collecting paper such as in the (DR)
newspaper.
63. Comic is usually presented as a story of narrative in a sequence or event.
64. The topic in comic can be so many themes **because** comic is a reading (CC)
picture book read by people in all ages.
65. Comic is usually written in order to give fun to the readers by the visual act of the pictures **and** the word balloons.
(Add. C)
66. The comic author may have a capability to draw the comic story in imaginary pictures to make the readers satisfy enough.
67. **Moreover**, the researcher used a comic book entitled The Very Best of (Add. C)
Donald Duck Comics Vol.14 Bilingual Edition as the source data in **this** (DR)
thesis **because** the researcher has a thinking that bilingual comic book is (CC)
usually published in contributing the way of learning English in Indonesia country.

68. *So, this* contribution in education may attract people to learn English
(CC) (DR)

language *because* bilingual comic contains so much picture series to
(CC)

support the language learning.
69. The Very Best of Donald Duck Comics Vol.14 Bilingual Edition is actually the very best collection of Donald Duck stories from the first published in 1976.
70. Donald Duck may have been a character that is being like by people in all

ages *until* now.
(TC)
71. From the language point of view, Donald Duck comic may have different

complex sentence structure in the contexts of its story idea, picture *or*
(Add. C)

culture
that are also different between the two languages of the bilingual comic.
72. Also, by reading a bilingual comic, Indonesian people are easily understand how to use English in an appropriate way.
73. *All in all*, it is interesting to analyze the complex sentences from
(TC)
74. The translation methods point of view.
75. By analyzing complex sentences in a bilingual comic book gives the

understanding of *its* translation process.
(PR)
76. *Then, it* is noticeable in that bilingual comic book from the translation
(TC) (PR)

methods point of view entitled A Translation Analysis of Complex Sentences in The Very Best of Donald Duck Comics Vol.14 Bilingual Edition.

Background of Thesis 3

1. Literary work is a literary study which connected with the human being life, like behavior, feelings, social condition **and** tradition among **them**.
(Add. C) (PR)
2. **It** also has close relationship with the society's life **and** psychology that
(PR) (Add. C)
give a very large impact to people.
3. **It** posses eternal characteristic **because it** contains the authentic truth
(PR) (CC) (PR)
that always exist **when** man/human still exist.
(TC)
4. **Besides, it** is giving conscious to society about this truth life, where **we**
(Add. C) (PR) (PR)
can get knowledge **and** understanding deeply about human, world **and** life.
(Add. C) (Add. C)
5. Literary genre is divided into three; **they** are drama, fiction, **and** poetry.
(PR) (Add. C)
6. According to the genre, literature is differentiated into two.
7. There are non imaginative literature **and** imaginative literature.
(Add. C)
8. Non imaginative comprises essay, memoir, critique, biography, historical
note **and** daily note, **while** imaginative literature consists of prose **and**
(Add. C) (TC) (Add. C)
poetry.
9. Prose is divided into two; **they** are narration, prose, drama.
(PR)

10. Narrative prose **and** fiction consist of novel, novelette, **and** short story.
(Add. C) (Add. C)
11. Poetry is classified into epic, dramatic, **and** lyric.
(Add. C)
12. Drama consists of prose drama **and** poetry drama.
(Add. C)
13. Prose drama covers tragedy, comedy, **and** melodrama. (Christopher,
(Add. C)
1996:5)
14. Novel is interesting book to read.
15. **It** is one kind of literary work.
(PR)
16. Literary work described human experience in writing forms.
17. Gustave Flaubert's Madame Bovary is a unique novel **and it** offers
(Add. C) (PR)
enlightenment on how to end the problem of love and money.
18. **This** novel tells about Emma.
(DR)
19. **When she** was thirteen, **her** father took **her** to town to place in the
(TC) (PR) (PR) (PR)
St. Gervais quarter.
20. **After her** mother died, **she** is back to **her** home.
(TC) (PR) (PR) (PR)
21. **When her** father got an accident **they** meet Charles, **her** father's
(TC) (PR) (PR) (PR)
doctor.

22. **They** were falling in love **and** decided to get married.
 (PR) (Add. C)
23. **After** a long time **they** got married, Emma felt that Charles was not a
 (TC) (PR)
 romantic person.
24. **He** is not like as **her** imagination.
 (PR) (PR)
25. **She** decided to find the other man, who could satisfy **her**.
 (PR) (PR)
26. **She** wanted to be glamour in front of people, **because she**
 (PR) (CC) (PR)
 thought that as doctor's wife, **she** must be in a good fashion **and** attitude in
 (PR) (Add. C)
 front of every people.
27. Dealing with the condition, **she** borrowed money from Lheureux.
 (PR)
28. **Until she** could not pay **her** rent in Lheureux, Lheureux took **her**
 (TC) (PR) (PR) (PR)
 house **and she** depressed, **and then she** decided to end **her** life by
 (Add. C) (PR) (CC) (PR) (PR)
 Having a bottle of poison.
29. **This** condition **caused** Emma's depression **she** got frustrated **then**
 (DR) (CC) (PR) (CC)
 being depressed **since she** cannot achieve what **she** wants from **her**
 (CC) (PR) (PR) (PR)
 marriage.

30. Emma's psychological condition makes *her* to commit suicide.
(PR)

31. Based on the previous explanation, the writer decides to discuss how Emma

as the main character experiences the desire that *she* could not achieve,
(PR)

so that *she* got a depression *and then* commit suicide.
(CC) (PR) (Add. C) (CC)

32. *Finally* the writer chooses "Emma's depression as her motive to
(TC)

commit suicide" as the title of *this* thesis.
(DR)