

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In general, teaching is a process of transferring knowledge and there are several elements involved in teaching and learning process, such as; teachers, students and materials. These elements are involved in teaching and learning process thus teachers and students should support each other. In other words, teachers need to focus on students' need instead of putting teacher's need as the priority. When the unit of interest is a functional piece of language, then the topic is concerned with a discourse. Analyzing language in use has a connection with discourse. In the same way, the analysis of the discourse is the analysis of language in use because the former and the latter are inter-connected. Analyzing discourse investigates what the language is used for.

According to Nunan (1971), " Discourse is a linguistic unit that is larger than a sentence. It is a general term that applies to either written or spoken language that is used for some communication purpose. Discourse is composed of a text that is orderly according to interactional, cognitive, and linguistic principles. Discourse concerns for other terms in language beyond the sentence level because discourse analysis is less concerned with formal properties, such

as, clause or sentence or grammatical part, but it is more concerned with the communicative uses of language such as the essence or the meaning that a sentence brings. So, it can be inferred that discourse is the bridge between language and communication. It has three important parts; text, cohesion, and coherence.” (p.123)

The unity of a text is a unity of different kinds of sentence (as cited in *Lexical Cohesion*, p.1-2). The effort of writer or the speaker to make the reader or the hearer understands the text is to make the sentences or utterances cohesive and coherent. However, the reader or the hearer should have known about the meaning of words and language structure of syntax to construct the discourse.

According to Hasan (1977), “Cohesion refers to relations of meaning that exists in the text. It occurs when the interpretation of some elements in a discourse is dependent among one and another. The one presupposes the other, in the sense that it cannot be effectively decoded except by restating it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed can be integrated into a text.

In reading or listening to text, the hearer or reader will observe the structure of syntax and lexicon elements in the text. However, it will be an error if the reader or the hearer just pays attention to the literature element in

understanding the message. It could be clearly seen that the combination of sentences is grammatically perfect, but the fact is other messages are missing. To interpret a text precisely, we need connection from outside text, that is coherence. Coherence is usually in the form of knowledge or information that forms the background of the discourse such as the cultural background.

The concept of coherence puts the meaning of discourse as a shared or background knowledge of the writers or speakers toward the reader or listener which people bring to the same interpretation of linguistic message. A coherent text also allows the reader or hearer to flow from the first starting point until the last.

According to Cutting, cohesion in writing involves many different kinds of aspects such as grammatical and lexical. Grammatical cohesion is about reference, substitution and ellipsis. Lexical cohesions are about repetition, synonyms, hyponymy, metonymy, super ordinates, collocation, and general word. (qtd. In Halliday & Hasan, 1976) .

When discussing about writing, it is helpful to make a distinction between writing for learning and writing for writing. The things which will be discussed further is writing for learning. According to Harmer (2008), Writing is used as aide mémoire or practice tool to help students practice and work with language they have been studying. According to the Creative Writing's syllabus

on the 9'th session about " show and tell" Smith argued that the first commandment of writing: Show, don't tell. By showing you're letting your readers project something of their own experience into the writing. Showing is sharing- always the nice thing to do. (as cited in Inspired Creative Writing, p. 185) .The researcher could see that there is a lesson on how to make students able to use show and tell method which is how to make a cohesive writing in Creative Writing lesson. In this case, students are expected to write using creative ways by avoiding repetition and monotony in a text.

The main reason why the researcher chooses this topic is because the researcher is interested in the lexical devices field found in creative writing of midterm test text and wants to see how many lexical devices can be found in the Creative Writing's midterm test text

1.2.Statement of Problem

Based on the background in the previous paragraphs, the problems of the research are:

1. What types of lexical devices on reiteration are found in the student's paper Mid-Test of Creative Writing class 2013?
2. How frequent are the types of lexical devices on reiteration found in the student's paper Mid-Test of Creative Writing class 2013?

1.3. Research Objective

The objectives of this research according to the statements of problem above are:

1. To find out the types of lexical devices on reiteration that are found in the student's Mid-Test of Creative Writing subject in S5 A class in 2013.
2. To find out the frequency of the types of lexical devices on reiteration in the students' Mid-Test of Creative Writing test of fifth semester of students in 2013.

1.4. Research Methodology

1.4.1. Method

The method of the research is descriptive quantitative which focuses on numerical data and focusing on the overall tendency of the lexical devices on reiteration occurs in the mid-test paper of Creative Writing of fifth semester students in 2013 and analyze it. The quantitative method that researcher establishes is the descriptive one, for the subject, which is lexical cohesion, only measured once after the data are analyzed. This method attempts to count, categorize, and analyze the corpus data of midterm test of Creative Writing text test. It is to find out the most type of the cohesive devices and the frequency of it by counting and putting them in the frequency table.

1.4.2. Data Source

The data are taken from the test of fifth semester students of STBA LIA in S5A class of Creative Writing subject in 2013 about the lexical devices. The researcher takes the whole 26 data as the corpus data.

1.4.3. Data Collection

The researcher takes the data by the following steps:

- a. Collecting midterm of Creative Writing test result of fifth semester students 2013 in S5A class.
- b. Reading and analyzing the test of the students' midterm text of Creative Writing subject.
- c. Counting the lexical devices on reiteration (consist of repetition, synonymy, general words, and superordinate) in students' paper.
- d. Drawing the conclusion

1.4.4. Data Analysis

Analyzing the data, the researcher takes some steps:

- a. Categorizing and counting the most type of lexical devices found in the creative writing of midterm test text.
- b. Analyzing the writing of Creative writing midterm test

- c. Analyzing the cohesion in students' creative writing discourse

1.5. Scope and Limitation

The scope of this research is on the use of lexical devices that are found in the student's Creative Writing of fifth semester students of S5A in STBA LIA Jakarta, 2013 and the purpose is to investigate on lexical cohesive devices focusing on reiteration because according to David Nunan, collocation can cause major problems in investigating lexical cohesion in the text.

1.6. Organization of Writing

This thesis consists of four chapters. Chapter I is an introduction which explains the background of the research, research question, research objective, research methodology, and organization of writing. Chapter II is the theoretical framework, which provides information for readers about the theory that is used in this research. Chapter III is the analysis of data which describes the process of data analysis which focuses on lexical devices by using the theory in chapter II. The last chapter, Chapter IV, the researcher draws the conclusion of the research.