

## **CHAPTER I**

### **INTRODUCTION**

#### **Background of the Study**

The media that keeps readers informed about current events or issues of the world is newspapers. Newspapers are perceived to be the most up-to-date, inexpensive textbook available to all readers. Many native and non-native teachers usually employ newspaper as authentic material (Terry, 2000a; The Press-Enterprise, 2004). According to Bhatia (1993), a newspaper is a rich source of linguistic data which can benefit non-native speakers of English. A newspaper is widely used in education because it is considered as a dependable language-teaching material. It is a good material for the purpose of learning since it contains a wide range of items; for example, news article, advertising, entertainment and editorial. These items are sources filled with new vocabulary, style of writing, organization of a text and so on. Concerning discourse analysis, each item in the newspaper can be clarified as genre having its own discourse moves. A news article comprises three main parts: the headline, the lead and the body (Terry, 2000b). Moreover, a news article is a type of discourse. The term discourse can be referred to as a stretch of larger units of language such as a paragraph often constituting a coherent unit (Richards and Schmidt, 2002). In order to create links between different parts of a sentence, different sentences and/or different parts of a discourse, we must have text-forming devices or cohesion (Halliday and Hasan, 1976).

They state that cohesion is important elements in a discourse as they are parts of the text-forming components in the linguistic system. They structurally connect unrelated items together through the dependence of one on the other for the interpretation of the text. They also point out that without cohesion, the semantic system cannot be effectively activated at all.

As divided by Halliday and Hasan (1976), there are five distinct categories of cohesion: reference, substitution, ellipsis, conjunction and lexical cohesion. These categories also have their own sub-categories, all of which will be explained in the Chapter II, review of literature. It is clear that news writers follow the discourse moves of a news article and apply cohesion because they help the writers in producing a well-written news article.

In Thai newspapers, Thai language also has the use of cohesion. Thai news articles are full of cohesion in the same way as English news articles are. Nevertheless, the way in which Thai cohesion is used differs from English cohesion in some aspects (Nattha Junlaprom, 2001). Tipa Thep-Ackraphong (2001 cited in Khampee Noonkhan, 2002) also mentions that many devices of Thai cohesion do not function in the same way as those of English. In my opinion, the differences in terms of cohesion between these languages might be the cause of difficulties in a production of a discourse and translation.

Up to this point, it could be said that studying English and Thai cohesion through news articles is one helpful way since it could help Thai learners learn how to write a well-constructed essay and understand the whole text successfully. Moreover, they may possibly learn more about the differences between English and Thai cohesion; thus, they will be able to use the right type of cohesion when they have to translate text from one language to another.

### **Rationale of the Study**

As stated by Alonso and McCabe (2003), English as a Second Language (ESL) students often write essays consisting of sentences which do not seem to connect into a cohesive text. There is a little or no flow in their texts. Zhang (2000 cited in Ting, 2003) claims that one of the prominent problems at the discourse level is the incorrect or inadequate use of cohesive devices. With the intention of solving this problem, students need to assimilate cohesion thoroughly because this helps them in forming a link across boundaries of various parts or chaining related items together

(Millward, 2003). Additionally, from the study of students' papers for evidence of cohesion, it revealed that better writers do in fact make greater use of cohesion. Besides, the well-written essays had twice as many instances of reference, conjunction and lexical collocation (Witte and Faigley, 1981 cited in Sheehan, 1987; Witte and Faigley, 1981, cited in Castro, 2004).

Apart from composing a text, cohesion is also important in translation. Larson (1984) asserts that the use of cohesion to create a connecting idea in a text varies from one language to another. In the case of English and Thai cohesion, Wipah Chanawangsa (1986) mentions that although the categories of English and Thai cohesion are very similar, the devices used can be quite different. Therefore, translators should be aware of the differences of cohesion between two languages and they should look for cohesive items which are appropriate for the Target Language (TL) because the meaning of the Source Language (SL) might be distorted in a word by word translation.

Studying cohesion through written texts, i.e. books, novels, magazines and so forth, is perhaps the best way to have a better understanding about English and Thai cohesion and avoid making some mistakes in using these elements. Since a newspaper is a kind of written text which is widely used in education, it should be used for examining cohesion between two languages by employing a comparative study. As stated by Catford (1965), comparative studies are very useful in foreign-language teaching. They are also used as tools for solving translation equivalent problem. As the differences of linguistic systems between two languages are major causes of problems in translation, this comparative study is a helpful method for Thai learners because the results of this study could raise their awareness of the differences between English and Thai cohesion. Moreover, the researcher also believes that this study will reveal the results which could help Thai learners and teachers to constitute readability or organize the whole text flow or develop coherently.

### **Purposes of the Study and Research Questions**

The purposes of this study are listed.

1. To search for English and Thai cohesion appearing in the news articles
2. To examine English and Thai cohesive devices on how they have been used in the news articles
3. To identify the similarities and differences between English and Thai cohesion used in the news articles

#### **Research Questions**

1. What is the frequency of each type of English and Thai cohesion found in English and Thai news articles?
2. How have both English and Thai cohesive devices been used in the news articles?
3. What are the similarities and differences between English and Thai cohesion used in the news articles?

### **Significance of the Study**

The results, obtained from the three research questions mentioned earlier, are expected to render the following benefits:

1. This study could be used as a guideline for Thai learners. The researcher believes that it can raise their awareness and also help them in improving their English skills, especially the writing and reading skills. As for writing skill, Thai learners will notice how to connect and present the whole text as one and achieve readability. As for the reading skill, it will help them to increase their reading speed and perceive the whole content correctly.

2. Comparative study gives the way to the application in translation practice. (Morton, 1981: 169, cited in Jutamad, 1998: 3) asserts that:

...The translator will also be able to use the contrastive grammar as a reference book that may often prompt the best solution of a particular problem in translation. Less experienced translators will probably profit from a systematic study of a grammar as a part of the theoretical preparation for their work...

3. Thus, Thai learners will be able to use appropriate types of cohesion when they have to convert text from the SL to the TL. That is, English to Thai or Thai to English. Besides, they will learn many devices, especially connectives, in the same category and be able to choose and use them properly in any specific situation.

### **Scope of the Study**

1. This study will analyze the news articles from two local newspapers: Bangkok Post and Post Today regarding cohesion used between English and Thai, respectively.

2. Cohesion can be used as exophoric<sup>1</sup> and endophoric<sup>2</sup> references (Halliday and Hasan, 1976, cited in Brown and Yule, 1983). This main study concentrates on evidence of cohesion within the text. Hence, exophoric reference will be excluded owing to the fact that it plays no part in textual cohesion.

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<sup>1</sup> The interpretation of exophoric references lies outside the text (Halliday and Hasan, 1976, cited in Brown and Yule, 1983: 192). The reference is assumed, shared worlds outside the text (McCarthy, 1991: 39).

<sup>2</sup> The interpretation of endophoric references lies within the text. Endophoric instructs readers to look inside the text to identify what is being referred to (Brown and Yule, 1983: 192,199).

3. The analysis of English cohesion follows Halliday and Hasan's (1976) theoretical framework. As for Thai cohesion, the researcher applies Wipah's (1986) framework for analyzing data since her study gives the comprehensive description on cohesion in Thai.

4. The scheme of conjunction in Thai in this study is categorized the same way as that of English conjunction is. According to Wipah (1986), there are sixteen types of conjunction; however, if any type of Thai conjunction can be categorized into the same five categories of English conjunction suggested by Halliday and Hasan (1976), it will be divided according to their categories. Therefore, it will be easier to compare conjunctive data between English and Thai.

5. In terms of lexical cohesion, the framework based on Hasan (1984, cited in Hoey, 1991) is used for the analysis of English and Thai data. Lexical cohesion can be divided into two main types: general and instantial. The latter is not involved in this study since it has not been developed to the same extent as the general lexical cohesion or reiteration: repetition, synonymy, antonymy, hyponymy and meronymy (Fernandes de Oliveira, Ahmad and Gillam, 2002). Collocation is not taken into account in this study as some categories of collocation, suggested by Halliday and Hasan (1976), are already proposed by Hasan's (1984 cited in Hoey, 1991) later work as a new categorization of reiteration, e.g. antonymy, meronymy. Moreover, McCarthy (1991) ignores collocation as relevant to the notion of lexical cohesion. He claims that collocation only refers to the probability that lexical items will co-occur; for example, *sky*, *sunshine*, *cloud* and *rain* tend to appear in similar contexts, and they have no semantic relation between words. Therefore, collocation is also excluded from this study.

In sum, the researcher analyzes cohesion used in English and Thai news articles regarding endophoric reference. Halliday and Hasan's (1976) categories of cohesion are used for analysing English data, while the study of Thai cohesion suggested by Wipah (1986) is employed for examining Thai data. Besides, the scheme of conjunction is divided into five types including additive, adversative, causal,

temporal and continuative conjunctions. Lastly, lexical cohesion categorized by Hasan (1984, cited in Hoey, 1991) is applied in this study.

### **Definitions of Key Terms**

**Cohesion** is a semantic relation between an element in the text and some other element that is crucial for the interpretation (Halliday and Hasan, 1976: 8).

**Endophoric relation** is a relation which forms a cohesive tie within the text (Brown and Yule, 1983: 192).

**Anaphoric reference** is the process of referring a word or phrase back to another item mentioned earlier (Richards and Schmidt, 2002: 25).

**Cataphoric reference** is the use of a word or phrase for referring forward to another item used later in the text (Richards and Schmidt, 2002: 65).

**Reference** is the term used as a referential item to something or someone within the framework of the discourse (Cook, 1989: 16; Millward, 2003).

**Substitution** is the use of a word or phrase that substitutes another in the same grammatical slot for material elsewhere in the text (Johnstone, 2002: 102).

**Ellipsis** is the omission of an element generally required by grammar (Millward, 2003).

**Conjunction** is the element showing how sentences are related in meaning to other sentences (Johnstone, 2002: 102).

**Lexical cohesion** is the use of the same content word or related words to convey a sense of the integratedness of a text (Toolan, 1998: 30).

**Deictic** is the term for a word or phrase that relates an utterance to a time, place, or person(s) (Richards and Schmidt, 2002: 147).

**Immediate tie** occurs if a cohesive device presupposes an item in a contiguous sentence (Halliday and Hasan, 1976: 339).

**Non-immediate tie** occurs if there is one or more intervening sentences entering into a chain between a cohesive device and its presupposed item (Halliday and Hasan, 1976: 339).

### **The Organization of the Study**

After reviewing the related literature including '*cohesion*' within Halliday and Hasan's (1976) theoretical framework in Chapter II, the description of the research method, used for answering three research questions, will be elaborated in Chapter III. In Chapter IV, data analysis and interpretation of the research findings will be presented. Finally, in Chapter V, discussion in relation to the main research questions and conclusion of the study will be pointed out. Moreover, limitation, applications and suggestions for further studies of the main study will be provided at the end of this chapter.