CHAPTER : ONE

INTRODUCTION

This study is about "Ability to Use of Cohesion in Writing Story" This unit consists of general background, literature review, objectives of the study and the significance of the study.

1.1 General Background

Language refers to the system of human communication. It is the system through which we can share our ideas, feelings, emotion, thoughts, and desires. Language is the most unique gift that sets human beings apart from the rest of living creatures. It is the greatest accomplishment of human civilization. It is a means by which we can perform several things. Communication, thinking group solidarity, inter-linguistic conflict, nation building, creation and so on.

To Block and Tragger (1942.p.5), "A Language is a system of arbitrary vocal symbols by means of which a social group co-operates."(as cited in Yadava, 2001.p.3). Richards et al. (1999.p.191) define language as "… the system of human communication which consists of the structural arrangement of sounds or their written representation into larger units, e.g. morphemes, words, sentences, utterances."

According to Sapir (1921.p.8), "Language is a purely human and non-instinctive method of communicating ideas, emotion and desire by means of voluntarily produced symbols"(as cited in Yadava,2001.p.3). Wardhaugh (1998.p.5) defines language "as a system of arbitrary vocal symbols use for human communication."

English is one of the six official languages of the United Nations Organization (UNO) and plays a vital role in international communication. Nearly half the worlds' book of science and technology are written in the English language. It is claimed that one in every seven people speaks the English language. The

English language is taken as the richest language in the world because it has the richest vocabulary in comparison to other languages. Most of the books are written in English, so it is the most dominant language in all areas as in trade, mass media, international diplomacy, etc. Therefore, it has become a genuine lingua franca that is a language widely used for communication between people who do not share the same language.

English is used as a first language in many western countries like the United States, the United Kingdom, Canada, etc; and in most of the countries, it is used as a second or foreign language. In Nepal, it is used as a foreign language.

However, learning English is not an easy task. In order to master the English language, learners have to be adequately exposed to all of the four basic skills, namely listening, speaking, reading and writing. Language teaching in this country is currently focusing on the teaching and learning of the four skills. However, the standards of English among Nepali learners, who is studying in public schools, is not fully satisfactory despite learning English for several years as a compulsory subject there. They still seem to commit errors in all aspects of the language.

Among listening, speaking, reading and writing, writing is the most complex aspect but it is a crucial skill for students to learn. Students who have the ability and competency in writing in English will be expressing themselves effectively. Thus, it is necessary to build strong writing skill among the learners.

1.1.1 Writing Skill

Writing refers to conveying meaning through the use of graphic symbols that represent a language. It is a productive skill. It is a powerful medium of expressing in meaningful graphic form for writing being a secondary skill and dependent on speech makes use of graphic symbols to represent spoken sounds. Richards et al.(1985.p.313) say, "Writing is a system of written symbols which

represents the sound, syllable or words of language of the world which have their written form, use graphic symbols that represent spoken sounds". Byrne (1933.p.1) says, "The symbols have to be arranged, according to certain convention to form words, and words have to be arranged to form a sentence." Likewise, Harmer (1991,p.232) says, "Writing is an activity through which human beings communicate with another and transmit the accumulated ideas from one generation to another generation. It squally provides us with possibilities to discover and articulate ideas in many ways."

In Rivers'(1968,p.243) words, writing refers to the expression of ideas in a consecutive way, according to the graphic convention of the languages the ultimate aim of the writer at this stage is to be able to express him in a polished literacy form which requires the utilization of a special vocabulary and certain refinements structures. Writing is the very complex process requiring many composite skills, like mental, psychological, rhetoric and critical. Describing its complexity, Nunan (1998.p.36) says:

> Writing is extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information in to cohesive and coherent paragraphs and texts.

Thus, writing is nothing but just brainstorming process until and unless we predict, guess, speculate about something, it is impossible and ill-advised to organize revise, edit and prepare the final draft.

In conclusion, writing is a very complex process that requires that composite, mental, rhetorical and critical skills. It is a skill that improves with constant practice and the writer becomes more comfortable and fluent in putting his/her

thoughts exactly on paper. The writer encodes his message to receivers in different forms of writing like paragraphs, essays, letters, poems, stories, précis, dialogues, etc.

1.1.2 Short Stories

A short story is simple and short in its language and length. It is a brief fictional prose narrative that is shorter than a novel. The characters in the short stories are limited and mostly the setting and incident is also single. According to Abrams (1993.p.193), "A short story is a brief work of prose fiction, and most of terms for analyzing the components, the types and the various narrative techniques of the novel are applicable to the short story as well." The main essential components of a short story are plot, characters, dialogue, setting style and theme. The short stories are categorized under fairytales, parables, fables, legends, myth, and modern short stories.

1.1.2.1Types of Short Stories

Short stories are one of the genres of literature. They can be categorized under fairytale, parable, legend, myth and modern short story.

a. Myth

Myth is unknown narrative originated in the ancient legends of a race or a notion that explains the origin of life, religious beliefs and the forces of nature as some kind of supernatural occurrences that counts deeds of traditional superheroes. Generally, a myth is a story which is not true and involves supernatural beings or at any rate supra human beings. Myth is transferred to another generation through oral sayings.

b. Fable

Fable is a type of short story that teaches a moral lesson. It exemplifies an abstract moral thesis and principle of human behaviour. The main characters in fable are often animals and they exhibit human frailties.

c. Legend

It is a popular short story down from earlier times whose truth has hot been ascertained. It is a story about the life and deeds of a saint, a folk hero or a historical figure. Legends are also transmitted orally from one generation to other generation, for example, the story of Beowulf.

d. Fairy Tale

It is a type of story that is related to fairies or other mythical or magical beings. Fairy tale belongs to folk literature and is a part of the oral tradition. It tends to be a narrative in prose about the fortunes and misfortunes of a hero or heroine who has experienced with various adventures of a more or less supernatural kind.

e. Parable

Parable is a short story that uses familiar events to illustrate a religious or ethnical situation. Parable teaches a moral or spiritual lesson.

f. Modern short story

Modern short stories have been developed in the era of 20th century. In modern forms of literature, short stories have become the part of fiction. When the composition is smaller than a novel in length it is regarded as a modern short story. It has been told that a modern short story should be as short as an anecdote. In other words, it should be rich enough in the field of plot. There should be limited number of characters in modern stories that can play the

significant role. Modern stories are short and popular. They are not about supernatural beings, but especially about human beings.

1.1.2.2 Elements of Short Story

According to Regmi (2003.p.20), the important elements of a short story include characters, point of view, setting, plot, theme style and tone. Elements of short story are discussed as follows:-

a. Plot

Plot consists of chain of events. Every event in plot is part of carefully designed pattern or process. To quote Abrams(1993), "The plot in a dramatic or narrative work is constituted by its events and ordered towards achieving particular emotional or artistic effects."(p.159). The traditional plot has a beginning (introduction of the problem), middle (development of the problem), and an end (resolution of the problem). In the plot of short stories, the writer introduces a very limited number of persons, their less elaborated explanation and development of character.

b. Character

In a story, the character is a compulsory element. A character in a story can either be protagonist or antagonist or main or subsidiary according to the roles. Character is the determinat of an incident.

c. Dialogue

In a story, dialogue is an utterance of the character. It makes the plot dynamic and interesting. The dialogues of short stories should be simple and brief.

d. Setting

It is the place of and time at which the story takes place. Setting often advances theme by providing an appropriate situation or by symbolically reflecting relationship in action or plot.

e. Point of view

In general there are three basic point of view techniques. They are omniscient, first reason (the author lets one of his characters narrate), and central intelligence (the author filters the narrative through the perceptions of a single character).

f. Style

Style is the author's careful choice of words and arrangement of words, sentence, and paragraphs to produce a specific effect on the redder. An author's style evolves out of the chosen point-of- view technique.

g. Language Style

The use of simple, effective language with well-selected dictions is one of the elements of short stories.

h. Theme

A particular piece of literature is written with a special aim and objective. The theme is the main message and philosophy of the story that the author wants to convey through the story.

i. Devices

Writers employ a wide range of rhetorical devices for contrast and emphasis, including paradox, metaphor pattern of imagery, symbolism and irony.

1.1.2.3 Characteristics of the Short Story

A short story represents very limited parts of human life. Short stories are absolute and spontaneous form of literature. The following are the main characteristics of short stories.

a. Brevity

Short story is the prose tale as a narrative which can be read at one sitting from half an hour to two hours and is limited to a certain unique or single effect to which every detail is subordinate. It has the brevity in the number of words and the details about them.

b. Singleness of Unity

The short story does not represent the various aspects of human life. Very limited aspects of human life are presented in a short story.

c. Simplicity

Simplicity and economy are the important features of a short story. It has the use of simple, communicative and effective language.

Lazar (1993.p.73) suggests the following points as some distinguishing features of a short story:

   a. It is a work of novel and involves imagination.
   b. A short story tells of one event in a very contracted way.
   c. It is about people who do not really exist.
   d. It describes something at the moment of crisis.
   e. It has a plot, and characters who are somehow connected with each other.

Short stories are such composition, which exhibit very limited part of human life. Writing short stories is an artistic achievement made up of tricky plan. The short stories are absolute and spontaneous form of literature. They differ from the novel in their length and the representation of human life. More aspect of human life is reflected by a novel but very limited aspects/mainly one aspect of human life is represented by the short stories.

1.1.3 Coherence: An Introduction

An educated person can share his ideas and experiences in written form of language as well. Any piece of article should be well formed. Every paragraph has one topic sentence and other supporting sentences which form a clear concept of any area. To be more specific, a paragraph writing must have the features of several mechanics (i.e. punctuation, cohesion, spelling, coherence, capitalization) and among them `coherence' is one which refers to the logical connectivity of ideas and thought so as to make a comprehensible Whole. It is a discourse where all the components fit tightly together. In order to be a coherent piece of language, there should be one central idea, a topic sentence as well as well-knit organization of the thought (Mishra, 2007, p. 41). Similarly, the thought in a paragraph to be coherent should be connected and developed in a logical order. That is to say, a paragraph should be so constructed that one sentence leads on naturally to the next and the mutual relation of all the sentences in the paragraph should be clearly seen. In the words of Carter (1996), "For a text to be fully satisfactory to a listener or reader, it needs not only appropriate grammatical links between sentences but it also needs the concepts, propositions or events to be related to each other and to be consistent with the overall subject of the text. This semantic and propositional organization is called coherence" (p. l9). To conclude, we can say that coherence is a logical organization of thoughts in writing which makes a piece of writing comprehensible and sensible.

1.1.3.1 Devices of Coherence

Writing a paragraph is not merely an activity of encoding verbal thought in printed symbols. It should be considered that all the sentences must be coherent in order to understand the paragraph. A number of devices can be used to obtain coherence. According to Hoey (1983) "...the majority of the sentences in the discourse connect unambiguously with their neighbours in one of two ways. Some are connected by mean of references (i.e. anaphoric and cataphoric

devices) of several kinds (e.g. such, its, this) the remainder by simple repetition" (p. 6). Similarly, there are other devices used in paragraph writing. They are, *conjunctions (additive adversative, causal, temporal), repetition of worlds, topic chain, known-new contract, chorological order, spatial order, logical order, parallelism, collocation, statements leading to a climax, comparison and contrast.* Some of them are discussed below:

a) Conjunctions

Conjunctions signal the ways in which the writer wants the reader to relate what is about to be said to what to what said before, been said before. conjunctions are markers to relate sentences, clauses and paragraphs to each other. Actually it links two or more elements in written or spoken text different manners or meaning. Halliday and Hasan (1976, p. 238) identify four different types of conjunctions in English:

i) Additive

The additive conjunctions state the additional information to the given information. In other words, the additive conjunction links the further information with given or previous information. Some examples of additive conjunctions are: and, or, furthermore, in addition to, besides, not only.... but also, likewise, in the same way etc. Let's observe them in sentence as given below:

For the whole day I climbed up the steep mountainside, almost without stopping. *And* in all this time I met no one.

ii) Adversative

An adversative conjunction introduces contrastive information by moderating or qualifying the information given in the previous sentence. Some examples of adversative conjunctions are: but, yet, though, only, instead, however, nevertheless. Let's see the example in a sentence: Gita had worked really very hard *but* she couldn't get through the exam.

iii) Causal

A causal conjunction establishes cause and effect relation in the body of a text. Some examples are: so, as a result, consequently, because, since, in consequence (of that), because of that, this, therefore, and accordingly. An example from Nunan (1993, p.27) is cited here;

Chinese tea is becoming increasingly popular in restaurants, and even in coffee shops. This is *because of* the growing belief that it has several health giving properties.

iv) Temporal

Temporal conjunctions are those that establish temporal relationship between events in terms of the timing of their occurrence. Some examples of them are: then, after that, at first, next, finally, at last, just then, previously *etc.* Let's see some examples in sentences:

a.   Mrs. Pradhan passed her M.A. first, then, she joined a College in Kathmandu

b.   King Bruce got defeated seventeen times. Finally, in his 18th attempt, he could win back his lost kingdom.

b) References

Reference is a semantic relation. So what must match are the semantic properties. But they need not necessarily have been encoded in the text; they may be retrievable from the situation. It is certainly possible that, there are two different ways in which reference items can function within a text. They can function in an anaphoric way. Or they can function in a cataphoric way. The subsequent item can only be understood with reference to the initial phrase of the first sentence. This type of device is known as anaphoric device. Anaphoric device points the reader or listener backwards to a previously mentioned entity, process or state of affairs. For example:

There was a brief note From *Susan. She* just said," *I* am not coming home this weekend."

In these two interrelated sentences *she* and *I* in the second one refer back to *Susan* of the first one. Such a tie between two elements can be regarded as anaphoric devices. With this device we can keep the semantic relation (coherence) between sentences.

Another referential device is cataphoric device which relates to the forward information. It draws us further into the text in order to identify the elements to which the reference items refer. For example:

Do you want to know *the woman* who designed it ? That was *Marry Smith.*

It is clear that the reference item 'the woman' refers to 'Marry Smith'

c) Repetition of Words

The relationship between the two sentences can be made by the single repetition which can be boring. But when writing a paragraph, we often need to repeat key words to unify the paragraph by keeping the topic or line of thought in the forefront of reader's and the writer's own consciousness in the paragraph. As example from Meyers (1986, p.89) is given below:

> For most of us, there are two kinds of desirable *freedom.* One is *the freedom* to commit certain actions. The other is *the freedom* from being acted on in certain ways . . .

In the above example sentences the word *freedom* is repeated in every sentence which shows the strong relation among all sentences.

d) Collocation

Martin (1981, p.1) points the importance of collocation: "its contribution to coherence in text is so significant that it cannot be ignored" (as cited in Nunan 1993, p.30). The problems arise because collocation is expressed through open

rather than closed class items. They also work as reference. The items will have the systematic relation of meaning such as:

- Various kinds of oppositeness of meaning:

   Boys/girls: love/hate: order/obey

- Association between pairs of words from same ordered series:

   Tuesday/Thursday; August/December; dollar/cent.

- Association between pairs of words from unordered lexical sets:

   Part-whole relations: car/break; body/arm.

- Part-part relation: mouth/chin; verse/chorus.

   Co-hyponymy: red/green (colors) chair/table (furniture)

- Association based on a history of co-occurrence:

   Rain, pouring, wet; hair, comb, curl, wave

e) Topic Chain

In its simplest form, the topic chain is just repetition of the same topic through the paragraph. The subject coming at the beginning of the sentences function as a topic in a sentence.

We get topic chain to keep coherence between sentences:

> *Topics* are crucial because *they* focus a reader's attention on a particular idea towards the beginning of each clause. Cumulatively, *these ideas* provide thematic signposts that should focus the reader's attention on a well-defined set of connected ideas. If a *sequence of topics* seems coherent, *that sequence will* move the

reader through a paragraph from a community coherent point of view. But *if the topics* shift randomly, then *the reader* has to begin each sentence out of context, form no coherent point of view when *that* happens, *the reader* will feel dislocated, disoriented, out of focus. You must provide your readers with a coherent point of view, with a logical continuity that will guide them not only through Individual sentences but through whole paragraphs.

In the above paragraph, the italicized words signal the sentence topics. In this example, sentence 2 begins with a different subject from sentence 1, but phrase *these ideas* maintains a clear link with the previous sentence. Sentence 3 begins with a third new subject, *sequence,* but the phrase *sequence of topics* links it back to sentence l. And so on through the paragraph

f) The Given New Contract

The known new contract, also called the given-new contract, establishes a simple principle: reader reads more easily if each sentence starts with what they already know and proceeds in to what they do not know This is pretty obvious psychological fact; when we learn something new, we have an easier-job of it if we can relate it to something we already know. As the previous example presented under topic chain, the italicized words are *known* information to the next *new* ones.

g) Chronological Order

It is the simplest method of ordering sentences which follows the order of time. For instance, in writing a paper for a history or political science course (or for any course in which ideas and practices have developed over time), it is better to put ideas in chronological order. That means the events which took place earlier should come earlier.

Here is an example of a paragraph employing time order. The words and phrases that particularly indicate chronological order are italicized.

> The temple of Pashupati Nath on the west bank of the Bagmati river in the capital of Nepal was originally built in the *4th century.* It was renovated by Sri Shankaracharya sometime in the *8th century.* It was destroyed by (termites) white ants and was rebuilt by king Bhupalsingh Malla in *1697 A.D.* On the Shivaratri day every year the temple draws pilgrims from south India especially the stales of Karnataka and Maharasta (Narayanswamy, 1979, p.16).

From the above paragraph, we find the order of time:

- Pashupati Nath was built in the *4th century*

- it was renovated in tile *8^{'''}century.*

- it was destroyed but rebuilt in *1697A.D.*

h) Spatial Order

The next possible arrangement of the sentences in a paragraph is by position or through spatial arrangement. While writing any paragraph we can arrange our material from near to far, from far to near, from outside to inside, or from the less prominent to the more prominent. Some helpful terms to keep in mind when describing space are the following: foreground, background, middle, top, bottom front backsides, up down, left, right, horizontal, diagonal and vertical. The following paragraph illustrates space order. Words mid phrases that particularly indicate this order are Italicized. For example;

> She led me into *a cold dark room* rough and very gloomy although with *two candies* burning. I took little heed of the things in it, though I

marked that the window was open. That which I needed was an *old man* very stern and lonely, with death upon his countenance; yet not lying *in his bed,* but set upright in *a chair,* with a loose *red cloak* thrown over him. Upon this his *white hair* fell, and his *pale lingers* lay in a ghastly fashion, without a sign of life or movement, or of the power that kept him up, all rigid, calm relentless. Only in his *great black eyes,* fixed upon me solemnly all the power of his body dwell, all the life of his soul was burning (Narayanswamy, 1979, p. 17).

In the above paragraph, we find the author's eye first falls upon the 'cold dark room' the candles' the window, the man, his posture and his dress. Then he notices his features: his hair and his fingers and finally his most striking eyes in which his soul was burning.

i) Logical Order

The logical sequence relation is concerned with representing selective changes in time/space continuum from simple time/space to deductive or causal sequence which is modeled on real-world time. These relations can be expressed by such purely chronological event questions such as: what happened next? For the next significant event, and what happened before that? For the preceding significant event. That can be expressed by deductive questions such as: What do you conclude from that? We now consider some instances of the logical sequence relation which are signaled by conjunctions like *thereafter, then, and thereby, also, besides, especially, finally, for example, in addition, in other words, likewise, moreover, similarly, again.*

1.1.4 Cohesion: An Introduction

The term cohesion refers to the formal links that mark various types of inter-clauses and inter-sentence relationship within the text of discourse. It also

refers to grammatical and lexical relationship with the different elements of a text. This is the relationship between different sentences or between parts of a sentences. Halliday and Hasan (1985, p. 240) define the term cohesion "as the relationship, which links the meaning of utterances in a discourse or of the sentences in a text. These links may be based on the speakers' shared knowledge." Labor and David (1977, p. 175) state that - "Cohesion is a part of system of a language. The potential for cohesion lies in the systematic discourse of reference, ellipsis and so on that are built into language itself."

a) Cohesive Devices

Cohesive devices help us to bring a flow in writing. It helps us to join one word to next. One phrase to another. Similarly, it works as a glue to join one clause to next, and one sentence to another. It not only makes a cohesion between sentences but it also sticks one paragraph to next. Therefore, Halliday and Hasan (1996) have identified the following 'cohesive devices'.

(i) Reference: A common way of linking sentences is through back references by using the pronouns like 'it', 'this', 'he/she' and so on. Pronouns and demonstratives are the most common references words in English.

There are two types of references:

      Exaphora (Situational)

      Endophora (Textual)

      Anaphora (to preceding text)

      Cataphora (to following text)

There are also times when the meaning is not explicit from the text itself, but if obviously to those in a particular situation. This is called exospheric reference.

(ii) Substitution

Substitution is somewhat different from reference in that another word takes the place of the thing that is being discussed. Where reference is a relation between meanings, substitutions is a grammatical relationship. There are three general ways to substitute in a sentence; nominal, verbal and clausal. The pronoun *one* is often used in nominal references. As it is in the following examples.

> a) My axe is too blunt. I must get a sharp one.
>
> b) You think John already knows ?
>
> I think everybody does.

(iii) Ellipsis

Substitution and ellipsis are very similar to each other. Ellipsis is simply substitution by zero. Although substitution and ellipsis embody the same fundamental relation between parts of a text (a relation between words or groups or clauses as distinct from reference, which is relation between meanings); they are two different kinds of structural mechanisms and hence show rather different patterns. For example, (a) hardly anyone left the country before the war, (b) And how many hours a day did you do lesson ? Said Alice, in a hurry to change the subject. 'Ten hours the first day' said the mock Turtle' nine the next and so on !

(iv) Conjunction

The last of three relationships, conjunction, functions somewhat differently than the other three because it is not strictly semantic or anaphoric, rather, it is related to the entire environment of a text. The conjunctive elements presuppose the presence of other components in the discourse. The following

words are used to cohere the parts of sentence: 'and', 'since', 'however', 'in way', 'in contrary', 'hence', 'thus' and 'so on'.

(v) Lexical Cohesion

The repetition of words and phrases or the careful choice of synonyms can create unity in a piece of writing to complete the picture of cohesion.

Jordan (1990) has pointed out the following cohesive devices.

a) Pronoun: Pronouns refer back to noun or other pronouns and therefore link sentences together. The pronoun like 'it', 'this', 'they' and so on link sentences together.

b) Repetition of Key Words: It refers to deliberately repeating a key word, related words, or phrases to leave together the idea within one or more paragraphs.

c) Transitional Expressions: It refers to the expressions to indicate a connection between ideas. Transitional expressions can be used in a wide variety. Some of these words and words groups are:

i) Additive Words

Also, and, as well as, at the same time, as besides, further, furthermore, in addition, likewise, too moreover, not only . . . but also some of the additive words to make a text coherent.

ii) Amplification Words

As, for example, for instance, in fact, specifically, such as, that is, to illustrate are some of the amplification words to make a text coherent.

iii) Repetitive Words

Again, in other words, that is, to repeat are also some of the repetitive words to make a text coherent.

iv) Contrast Words

The word but, conversely, despite, even though, however, in contrast, on the other hand, still, although, though, whereas, yet, nevertheless, in spite of this are contrast words.

v) Cause and Effect Words

The words accordingly, as a result, because, consequently, for this reason, since, as, so, then, therefore, thus are also some of the words that show cause and effect.

vi) Qualifying Words

The words although, if, even, therefore, unless are some of the qualifying words.

vii) Emphasizing Words

The words above all, more/most importantly and significantly are emphasizing words.

viii) Order Words

Afterwards, at the same time, before, firstly/secondly, lastly, finally, later, next, now, presently next year, then, until, ultimately, while, in the end, and eventually are also some of the words that keep sentences orderly.

ix) Reason Words

For this reason, owing to this, therefore are some of the reason words.

x) Example

For example, for instance are some of the example words.

xi) Explanation

In other words, that is to say are some of the words that give explanation.

xii) Attitude

Naturally, of course, certainly, strongly, enough oddly enough, luckily, fortunately, unfortunately, admittedly, undoubtedly are also the words that show writer's attitude and make a writing coherent.

xiii) Summary

Finally, in conclusion, in short, to sum up are some of the words that are used to summarized a text.

d) Parallel Structures

When a sentence pattern or other grammatical structure is deliberately back and forth to create a kind of linkage is known to be parallel structure. A good writing has tense to tense, voice to voice and other such parallel structures.

e) Old/New Information

English is a language with subject-verb-object word order. English is most readable when sentences begin with a subject that refers back to some 'old information' in the previous sentence and end with a predicate that provides some new information.'

1.2 Review of Related Literature

Various research have been carried out in various fields in English. But a few research have been carried out in cohesion. Some research have been carried out in cohesion in reading and cohesion in writing.

Poudel (2005) carried out a research on "Students Ability in Expressing Cohesion in English Writing". Her objective of the study was to find out the ability of students to establish cohesion in writing. She collected data from 120 students studying in bachelor level from T.U. constituent and affiliated campuses in Kathmandu. Her finding was that B.Ed. first year students under T.U. were better in receptive ability than in productive ability to establish cohesion in writing.

Likewise, Paudel (2006) carried out a research on students' ability to establish cohesion in reading. His main objective of the study was to find out the ability of tenth grade students to establish cohesion in reading. He collected primary data from six secondary schools from Kathmandu valley. Two versions of close tests items were used to collect data. He found that students were more proficient to establish cohesion in reading on cohesive ties format than on the fixed ratio format. He also found that their overall ability to establish cohesion in reading was very poor.

Similarly, Regmi (2009) carried out his research on "Achievement of Coherence in Writing". His study was focused on coherence in writing paragraphs. He studied on the students' ability in achieving coherence specially in bachelor level students who were studying in different composes of Chitwan district. He found out that controlled writing paragraph were more satisfactory than free writing and guided writing. The majority of the students were found satisfactory in the used of reference, conjunction, repetition of words and topic chain as devices of coherence.

Though some researches have been conducted in the field of discourse analysis especially in reading and writing, no research has been carried out to test the ability of students on maintaining coherence and cohesion in stories yet. The present study differs from previous studies in terms of objectives, and the ways of analysis.

1.3 Objectives of the Study

The objectives of this study were as follows:

i.   To find out the types and frequency of cohesive devices used in writing short story.

ii.   To find out the accuracy of cohesion in writing short story.

iii.   To suggest some pedagogical implications.

1.4 Significance of the Study

Any research work is done to have some influence on related fields. The study is significant for the prospective researchers who want to carry out research in story writing. It is expected that the present study will have a great significance to the teachers, students, textbook writers and other persons who are directly or indirectly involved in English language teaching/learning activities. This study will help those who want to carry out further research on cohesion and coherence as well.

CHAPTER : TWO
METHODOLOGY

Methodology is very important in carrying out any research work. This chapter deals with the sources of data, processes of data collection and the limitations of the study that the researcher applied.

2.1   Sources of Data

This study was carried out on the basis of both primary and secondary sources of data.

2.1.1   Primary Sources of Data

The primary sources of data were the students of grade XI studying in three different higher secondary schools in Dhanusha district.

2.1.2   Secondary Sources of Data

Apart from the primary sources, the researcher studied various books, journal, reports, articles and other theses submitted to the Department of English Language Education, T.U. mainly Halliday and Hassan (1996), Murcia and Freemaa (1999), Bhattarai (2005), Mishra (2005), Paudel (2005), Regmi (2008) were also taken as secondary sources of data.

2.2   Sample of the Study

The sample of the study consisted of 45 students of Grade XI of three different higher secondary schools in Dhanusha district.

2.3   Sampling Procedure

For this study, the researcher selected three school purposively forty-five students from the higher secondary schools using random sampling procedure. The sample size has been shown in the table 1.

Table No. 1

Sample of the Study

Higher Secondary School	Students
S.D.H.S.S. Dhanusha	15
S.Y.H.S.S. Belhi	15
S.H.S.S. Baghchanda	15
Total Population	45

2.4   Tools for Data Collection

The researcher prepared a test items containing three questions one guided writing, one controlled writing and one free writing to evaluate the students' ability in using cohesion and coherence devices in story writing.

2.5   Process of Data Collection

After preparing the test for the students for data collection, the researcher visited the selected higher secondary schools and explained the purpose of his visit to the authorities of higher secondary schools. He went to classroom introduced himself and explained his purpose, and administered the test. The researcher clearly explained the types of story writing and no individual treatment was given to the students. The researcher told the students about the time and the weight the test items carry which were also given in the question paper. Finally, after the students finished writing, the researcher collected the answer sheets for analysis and interpretation and thanked both the teacher and students for their kind help.

2.6   Limitations of the Study

The study had following limitations:
–   The study was limited to three higher secondary schools of Dhanusha district.
–   Only forty-five students were included as the sample of this study.
–   The primary data for this study was collected only from written text.
–   This study was based on only the uses of devices for establishing cohesion in short story writing.

CHAPTER : THREE
ANALYSIS AND INTERPRETATION

This chapter is concerned with the analysis and interpretation of the data obtained by administrating a test to the students. For this research work, the researcher selected three topics for short story writing for guided, controlled and free story writing respectively. He administered test containing three different stories and calculated the total scores achieved by students. Here, the researcher used different statistical tools, namely percentage to analyze and interpret data.

The researcher analyzed data in terms of the following variables:

(a) Item-wise Analysis of Students' Performance

(b) School-wise Analysis of Students Performance

3.1 Students' Performance in Guided Story Writing

To find out performance of the students, the researcher divided seven different categories of devices namely pronouns, exemplification, contrast words, additive words, result, ordering and summary. The analysis of the use of cohesive devices is shown in the table 2.

Table No. 2

Use of Cohesive Devices in Guided Story Writing of the Students

S.N.	Cohesive devices	Examples	Frequency	Percentage
1	Pronoun	I, he, it, they, this, that, those, these	180	27.95
2	Ordering	first, firstly, then, finally	80	12.42
3	Summary	finally, overall, to conclude	75	11.64
4	Additive Words	also, and, too	90	13.97
5	Exemplification	for example, namely, that is	50	7.76
6	Contrast Words	however, in contrast, but	94	14.59
7	Results	Hence, therefore, thus, so as a result	65	10.09
	Grand Total		644	100

The above table shows the total number of cohesive devices used by the students of all three schools in guided story writing. The highly used cohesive devices in their writing were pronouns. Among several pronouns mostly repeated ones were personal pronouns like *he, it, they, I we, you, this, that, those*. More students used subjective form of pronouns than objective and possessive forms. Similarly, the second most frequent cohesive devices used by them were demonstrative pronoun likewise, distributive pronouns like *each* and every where also used but in a very few places. Besides that another cohesive devices 'ordering' was also used. More students used ordering words like *first, firstly, then, finally*. The total frequency of ordering words used by them was 80.

Besides that, the another cohesive devices used by them were additive words. Additive words like *also, and, too, then* were found mostly used. Among them 'and' was found the most frequent. The total frequency of additive words was 90 and they were used by most of the students.

Similarly, the above table shows that the other devices of cohesion was exemplification words used by 45 students. They used that device 50 times. Through the analysis of the whole data, it was found that very few students used exemplification words. The next mostly used cohesive device was contrast words like *but, however, even though, although*. Most of the students used *'but'* and showed the contrastive relationship between two sentences. The total frequency of contrast words used by them was 54 finally the above table shows that the other devices of cohesion was result words. The result words were hence, *so, thus* and *therefore*. And it was found that among the result words *therefore* and *so* were highly used. The frequency of result word was 65 . The total frequency of cohesive device used by all forty five students were 644.

Some examples produced by some students are given below:

To test the ability of the students to achieve cohesion in guided story writing, they were given guided writing with some clues. Mostly they used cohesive devices appropriately.

3.1.1 Use of Pronoun

– Once, upon a time, *there* was a farmer. *He* had three sons.

– *He* was very worried about *his* sons because they were always quarrelling.

– The old man asked *his* sons who can break it. The first son replied, I can break *it*.

– The old man said to his sons, "This is my last warning".

3.1.2 Use of Ordering Words

– *First of all the* old man asked his sons to come near him. Then the old man gave then a stick to break *it* separately.

–   *Finally*, the old man gave them suggestion "unity is strength".

–   *Firstly*, the man called his sons.

–   *Then* he gave one stick to each of them to break.

–   *Finally*, each of them broke single stick.

3.1.3 Use of Summary Words

–   Overall, an old main made them understood the meaning of unity.

3.1.4 Use of Additive Words

–   The old man unite all the sticks together *and* asked them to break.

–   They were *also* told to be united with them.

3.1.5 Use of Exemplification Words

–   The save the very important moral from the stick *that is* writing.

3.1.6 Use of Contrast Words

–   The old man gave them a bundle of sticks *but* they couldn't break it.

3.1.7 Use of Result Words

–   *However*, they tried to break.

3.1.8 Use of Result Words

–   *As a result*, they became unable to break that bundle of stick.

–   *Therefore*, we must since in unity.

–   *Hence*, "Union is strength".

3.2 Students' Performance in Free Story Writings

The cohesive devices used by the students in free story writing are presented in table 3.

Table No. 3

Use of Cohesive Devices in Free Story Writing

S.N.	Cohesive devices	Examples	Frequency	Percentage
1	Pronoun	You, it, himself, itself	207	29.91
2	Ordering	Firstly, secondly, after that	74	16.69
3	Summary	Overall, to conclude	45	6.50
4	Additive Words	Also, and, too, likewise, them words	125	18.06
5	Exemplification	For instance	63	9.10
6	Contrast Words	But, however, on the other hand	93	13.43
7	Results	So, as a result, hence	85	12.28
	Grand Total		692	100

The above table shows the total number of cohesive devices used by the students of all three schools in free story writing. The highly used cohesive devices in their writing were pronoun. Among several pronouns mostly repeated ones were personal pronouns like *you, it, itself* and *himself.* Most of the students used subjective form of pronouns than objective and possessive form. Among them the impersonal pronoun 'it' was highly used in free story writing. Therefore, the occurrences of most frequent cohesive device was 'pronoun', and it was 207. Similarly, the second frequent cohesive devices used by them were additive words. Additive words like also, and, too, likewise, in other words were found mostly used. The total frequency of additive words were 125. Another cohesive devices ordering were also used. More students used ordering words like *firstly. Secondly,* after *that*.

Similarly, the above table shows that the other devices of cohesion used by all students was summary of words. The total number of summary words was 45. Similarly, the exemplification words were also used by few students. The frequency of exemplification words was 63. Contrast words like *however, but on the other hand* were highly used. The total frequency of contrast words used by them was 93.

Finally, the above table shows that the other devices of cohesion was result words. The result words used by students were *so, as a result and hence.* And it was found that among the result words as a result was highly used. The total number of result words was 85. The total number of cohesive device used by all forty five students were 692.

Some examples produced by some students are given below:

To test the ability of students to achieve cohesion in free story writing, they were given one free writing question. They mostly used cohesive device accurately. But in some cases the use of cohesive was problematic.

3.2.1 Use of pronoun

– The crow ready to sing. When she opened her mouth, the piece of meat fell down.

– The fox *himself* made a trick to eat meat.

– Once *there* was a crow. It was sitting on the tree with a piece of meat.

– It was happy with itself.

– *After some time*, there came a fox. He was clever in himself.

– The fox said to the crow "can you sing a song ?"

– He told the crow, "crow brother you voice is so sweet".

3.2.2 Use of Ordering Words

– Firstly, the fox saw a crow on the tree.

– Secondly, he wanted to eat that piece of a meat.

– After that, the fox started praising the crow.

Some examples of the use of summary words used by the students are given below:

– Overall, the fox was very hungry.

– Finally, the fox ate the meat.

3.2.3 Use of Additive Words

– Your voice is sweet

– The crow was also interested in that interactoin.

– Fox praised the crow for a long time and the crow become ready to sing.

– Likewise, clever people always praise and flatter to get something.

3.2.4 Use of Exemplification Words

– For instance of singing the piece of meat feel down from the beak of the crow.

3.2.5 Use of Contrast Words

– The crow sang the song *but* lost a piece of meat.

– *However*, the crow was still happy.

– *On the other hand,* the fox escaped from there.

3.2.6 Use of Result Words

–   *As a result*, the crow become unhappy. So, we should be careful about greedy people.

–   *Hence*, we shouldn't be flattered

3.3 Students' Performance in Controlled Story Writing

The cohesive devices used by the students in controlled story writing are presented in table 4.

Table No. 4

Use of Cohesive Devices in Controlled Writing

S.N.	Cohesive devices	Examples	Frequency	Percentage
1	Pronoun	it, his, he, them	191	30.22
2	Ordering	Firstly, finally	87	13.76
3	Summary	finally	57	9.01
4	Additive Words	and, also	90	14.24
5	Exemplification	that is	49	7.75
6	Contrast Words	but, however	77	12.18
7	Results	hence, therefore, so, as a result	83	13.13
	Grand Total		632	100

The above table shows the total number of cohesive devices used by the students of all three schools in controlled story writing. Among several pronouns, personal pronoun were highly used. Most of the students used personal pronoun in their writing. Among them *'he'* was highly used. Students used ordering words like firstly, finally and then. The total frequency of ordering words was 87. More students used summary words was *finally, lastly*.

The frequency of summary words was 57.

Besides that, another cohesive device used by them were additive words. Additive words like *and, also* were found mostly used. The total frequency of additive words was 90 and it was used by most of the students. In most of the places it was used as sentences conjunction and in a very few places it was used as phrasal conjunction. The next highly used cohesive device was exemplification words. The total frequency of exemplification words was 49.

Similarly, the above table shows that the other devices of cohesion was contrast words. Contrast words. But, *however* was highly used. Most of the students used 'but' and showed the contrastive relationship between two sentences. The total frequency of contrastive words used by them was 83.

Finally, the above table shows that the other devices of cohesion was result words. The mostly used result words were, then, *so, as a result, therefore*. Among them *as a result* and *therefore* were highly used. The total number of result words was 83. The total number cohesive device used by all forty five students were 632.

Some examples produced by the students are given below:

3.3.1 Use of Pronouns

–   *He* wanted his country free from the yoke of English.

–   *He* saw a spider fall down many times. It tried again and again.

–   At last *he* defeated them.

–   Once there was a king in scotland.

–   *He* wanted to make his country free from the joke of the English.

–   *It* was a big problem for him.

–   *He* wanted to collect the ideas to defeat the English.

–   *He* fought many times with the English but became failure.

–   *He* became failure because the English had many soldiers.

3.3.2 Use of Ordering Words

–   *Firstly*, he saw an ant climbing the tree. It fee many times.

–   *Then*, he came up with the idea that failure is the pillar of success.

3.3.3 Use of Summary Words

–   *Finally*, he made overall plan to attack , the English.

3.3.4 Use of Additive Words

–   He also adopted the strategies in the battle.

–   He fought for many days *and* got victory over English.

–   Human being learns many lesson from animal *also*.

–   King *and* soldiers fought many times.

–   The king tried besides he defeated *many* times.

3.3.5 Use of Exemplification Words

–   The English *too* used strategies

–   *Despite* he defeated many times at last he won the battle that is the
        English using left the country.

–   *But*, it was simple to defeat him.

3.3.6 Use of Contrast Words

–   *However*, he fought with condge.

– *Hence*, "failure is the pillar of success".

3.3.7 Use of Result Words

– *But* it was simple to defeat him

– *However*, he fought with courage

– *Hence*, "failure is the pillar of success".

– *Therefore*, we should give the continuing to any type of work

– *Thus*, we can get success in life.

They arranged the text cohesively. They were arranged the message in accurate order. They properly developed the text on the bass of given hints.

CHAPTER : FOUR
FINDINGS AND RECOMMENDATIONS

4.1 Findings

The objective of the study was to find out types of cohesive devices and performance in frequency of cohesive devices in written English. After the analysis and interpretation of the data, the researcher drew the following findings.

i)   Frequency of pronouns was the highest one.

ii)   Frequency of additive words was second highest.

iii)   Frequency of contrast words was third highest.

iv)   It was found that the overall ability of students to achieve cohesion was good in story writing. The result was found more satisfactory in controlled story writing than in free and guided story writing.

v)   The study showed that students of higher level could achieve cohesion more if they were given clues (i.e. as seen in the guided and controlled writing).

vi)   The students of the sample school were found weak to achieve cohesion in free writing than in guided controlled writing.

4.2 Recommendations

The researcher would like to make the following suggestions :

i)   Though all the sample used students cohesive devices, it was not satisfactory. Rather, they used the same type of cohesive devices repeatedly, it would have been better to bring variations in such devices and expressions. Students should be provided with practice in this regard.

ii)   Even if all the students used cohesive devices, it was found that they should improve much more things in it.

iii)   All the students wrote three types of stories to their best however it was found that they should give equal preference on three types of stories viz. free guided and controlled.

iv)   The students were found weaker to achieve cohesion in free writing than guided and controlled writing so they should be given more practice exercise on free writing to improve their writing ability with cohesion.

References

Celcee - Muircia, M. (1999). "The Grammar Book". An ESL /EFL Teacher's Course. HH an International Thomsom Publishing Company

Crystal, D. (1996). *A dictionary of linguistics and phonetics.* London: Blackwell.

Halliday, M.A.K. and R. Hasan (1996). *Cohesion in English.* London: Longman.

Harmer, J. (1991). *The practice of English language teaching.* London: Longman.

Kumar, R. (1996). *Research methodology.* London: Sage Publication.

Lazar, G. (1994). *Literature and language teaching.* Cambridge: CUP.

Mishra, C. (2005). *Discourse analysis.* Kathmandu: Nilam Publication.

Narayanswami, V.R. (2007). *Strengthen your writing.* Hyderabad: Orient Longman.

Paudel, P. (2006). *Student's ability to establish cohesion in reading.* An unpublished M.Ed. thesis, Kathmandu: Tribhuvan University.

Paudel, R. (2005). *Cohesion in English writing.*An unpublished M.Ed. thesis, Kathmandu: Tribhuvan University.

Regmi, L.R. (2061). *Teaching English Literature.* Kathmandu: Ratna Pustak Bhandar.

Richards, et al. (1999). *Longman dictionary of language learning.* Cambridge: CUP.

Sharma, B. (2003). *A study of cohesion in written discourse.* An unpublished M.Ed. thesis, Kathmandu: Tribhuvan University.

Yadav, Y.P. (2001). *Linguistics: A basic course.* Kirtipur : Hira Books Enterprises.