

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a complex process in which the author explores various ideas and thoughts and makes these ideas and thoughts into something concrete. In learning English, writing is an activity that is interconnected with other abilities, namely reading and grammar skills, even listening and speaking.¹ This is because writing skills have an important meaning in improving the communicative competence of language learning.² The definition of writing has been put forward by various expert. Writing is conveying information expression of original ideas sequentially in a new language.³ Other researcher suggest that writing is a thinking process. Furthermore, writing can be planned and provided with an unlimited number of revisions before release.⁴ Based on the explanation above it can be concluded that writing is an activity carried out by someone by pouring various ideas and thoughts into writing by mastery of writing components such as grammar, style and others.

¹ Jodih Rusmajdi, *Skilled in English*, (PT INDEKS 2010), 229.

² Cakrawati, T.D, *The Effect of using Communicative Cartoon Movies on The Teaching of Writing Skill at The Second Grade of smpn 1 Arjosari*, Pacitan, East Java in The Academic Year, (Yogyakarta:2012).

³ Rivers, *Teaching Foreign-Language Skills*, (Chicago: The University of Chicago Press 1981).

⁴ Brown, B. *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (San Francisco: Pearson Longman).

Writing is an activity write something in either form short or long text. As for paragraphs in the form by sentences. Which formed the paragraph it must string the sentence with one sentence to be relate to form a whole unit or form a idea. So to form a whole paragraph required cohesion and coherence.

If cohesion as a harmony do the relationship of the paragraph elements, the coherence is to the paragraphs so communicative and contains on idea. Cohesion is the relationship between an element with other elements in the discourse or text. According to Halliday and Hasan (1976) Cohesion is a potential for relate one element in the text to another, wherever they are and without the implication that everything in the text has several parts in it. Cohesion means “unity”, namely the unity of discourse or text. States “ if an English speaker hears or reads a part of the language that is more than one sentence in length, he can usually decide without difficulty whether it forms a unified whole or is just a collection ideas to one another is a paragraph or a text. Cohesion can help a text become coherent. Cohesion is expressed in part though grammar and vocabulary.⁵

Coherence is the unity of the text in which each sentence or paragraph in the text hangs on to each other to form a discourse that can

⁵ Halliday, M.A.K., Hasan, R. *Cohesion in English* (United Kingdom : University of Essex 1976).

be understood by the reader to perceive its meaning.⁶ The unity of the text can be built through the use of cohesion devices that link ideas from one sentence to another or from one paragraph to another. Coherence is a sequential quality and integrity, or togetherness. Sentences and paragraphs develop logically or in natural order, flowing smoothly from one to the next while sticking together in a sense.⁷ Coherence can be achieved in several ways. They repeat key nouns, use consistent pronouns, use consistent pronouns, use transition signals to connect ideas and organize your ideas in a logical order. It can be concluded that the coherence is issued to make ideas in the text interconnected.⁸

Cohesion and coherence are not only applied in writing scientific articles, but also apply in writing paragraphs in the context of the discussion. In order to be a writing that is logical and understandable because it is written in good language.

Writing paragraphs that are meant here are descriptive paragraphs. Descriptive is writing that aims to provide details or details about objects so that they can affect the imagination of readers or listeners such as

⁶ Tristasari, *Cohesive Devices Used By The Semester Of English Department*, (Jambi: Jambi University 2015)>.

⁷ Kepionka, *Writing and Developing College Textbook: A Comprehensive Guide to Text Book Authorship and Higher Education Publishing* (United States: Atlantic Path Publishing 2008).

⁸ Oshima and Hogue, *Writing Academic* (England Longman 2006).

seeing, hearing, feeling or experiencing object directly.⁹ The reason the researcher chose this descriptive text is because in descriptive text students can express their opinions in writing. And also this descriptive was studied in grade eight, which was studied in the previous class, and will be studied again in grade ten. therefore the researcher chose descriptive text in order to find out the extent to which students apply cohesion and coherence in writing descriptive paragraphs.

Based on the results of interviews with the eight grade English teacher at MTs Al Mahdi on may 18 2023, the researcher found problems that occur in the process of learning English to master writing skills. The problem found in the learning process is that students have not been able to compose English sentences properly and correctly (have not been able to use or place Grammar correctly) so that the sentences that are formed have not clear meaning or have not been able to form a unified whole. As for other problems experienced by students is the lack of vocabulary that is owned so that it becomes an obstacle in writing skills. Because students have not been able to compose sentences and the lack od vocabulary experienced by students makes teachers experience difficulties in teaching English, especially in writing. Not only that there is one factor that causes delays between the two, namely time. The limited time they

⁹ Husaneni, Error Analysis of Cohesion and Coherence Elements in Students Thesis of Government Science study Program Muhammadiyah University Makasar (Makasar: 2019).

have during the learning process makes it difficult for the teacher to convey many things about English.

According on the findings of previous studies that examined cohesion and coherence. The researcher concluded that the previous research only examined some of the type of cohesion, and examined coherence without involving the types of coherence. Therefore researchers find updates that will be examined, namely by examining in detail about cohesion and coherence and also their types.

With the problems attached above, the researcher intends to analyze the extent to which students' abilities in writing descriptive paragraphs. So that later the results of this study can be used as a reference of teachers when they want to teach descriptive, can be used as teaching materials, become a consideration and choose the right media to use when teaching.

Based on the explanation above, the researcher will to conduct a study the title “ An Analysis on Cohesion and Coherence in writing descriptive Paragraphs”.

B. Identification of the Problem

Based on the explanation of the background study above, the identification of problems are following below :

1. Students have not been able to compose English sentence properly and correctly.
2. Lack of vocabulary that students have.

C. Focus of the Research

This study focused on analyzing cohesion and coherence in descriptive texts written by the students. Cohesion covered in grammatical cohesion (Substitution, ellipsis, conjunction and reference) and lexical cohesion. When it comes to coherence, this research only focuses on repeated key nouns, use consistent pronouns, use transition signal to linked the ideas,/ arrange your ideas in logical order . The theory that researchers use is Halliday and Hasan (cohesion) Oshima and Hogue (Coherence) theory. This research will focus an descriptive paragraphs of the eighth grade of MTs Al Mahdi.

D. Research Question

1. What types of cohesion are commonly used in the descriptive text written by the eighth grade students of MTs Al Mahdi ?
2. How is the coherence of the descriptive text written by the eighth grade students of MTs Al Mahdi ?

E. The Objective of the Research

Objective of the study need to be formulated in order to know the result of the study. The objective of study are :

1. To fine out the types of cohesion descriptive paragraph used by the eighth grade students MTs Al Mahdi.
2. To investigate coherence found on the students' writing descriptive paragraph.

F. Significances of the Research

With this research, the researcher hopes that this research can provide contributed to MTs Al Mahdi. Furthermore, the researcher also hopes that this research can help eight grade students to improve their knowledge and skills especially in writing skills. And also this research is expected to be theoretical and practically useful :

1. In theoretical

This research is expected to provide information and add knowledge and insight regarding the study of English, especially in the linguistic aspect, namely writing by paying attention to be elements cohesion and coherence in a paragraph based o the type of cohesion and coherence students to. In addition, the holding of this research is more depth for future researchers.

2. Practically

This research is useful as follows :

a. Researcher

This research is a means to improve ability and research creativity in studying a language learning. Especially with regard to the lack of implementation cohesion and coherence in writing, especially in writing descriptive text paragraphs.

b. Reader

This research is expected to help understand cohesion and coherence in a paragraph descriptive writing. Furthermore, this research also expected to be used as material for consideration motivating new ideas or ideas are ,ore creative and innovation in future.

c. Institution

This research is expected to increase the number of research result. In State Islamic University of Sultan Maulana Hasanuddin Banten, especially in the Tarbiyah and Teaching Faculties. Thus, this research can later be used as material comparison with previous studies.

G. The Previous Studies

The writer found many previous studies dealing with the research. As describe here, there are three previous studies that are considered relevant :

First, the research was conducted by Husnaeni, 2019. Entitled error analysis of the elements of cohesion and coherence in thesis of the University of Muhammadiyah Makassar. The objective of the research to analysis the form of grammatical cohesion and error aspect form of errors in the aspect of lexical cohesion in student thesis faculty of social polities, specifically government science study program, to analysis the form of coherence aspect errors in the thesis students of the faculty of social politics especially the government science study program. Research methodology is qualitative research. This study uses a qualitative approach to the method descriptive which aims to describe systematically, faculty, and accurate regarding data, characteristic and relationships regarding the phenomena studied. Based on the result of research and discussion it can be concluded that there are 29 paragraphs in the form of grammatical cohesion error taken from 7 owners of the thesis. There are 6 errors in the reference paragraph, substitution has 9 paragraph errors, ellipsis has 3 paragraph errors, and conjunctions there are 11 paragraph errors. While the form of errors in the aspect of lexical cohesion was found to be difficult in the use of words that have a relationship of repitition synonyms, antonyms, hyponyms, collocations, and equivalences. Lexical cohesion error of the six relationships there are 14 paragraphs errors namely repititions have 5 paragraphs, synonyms

have 3 paragraph errors, antonyms, hyponyms and collocations have 1 paragraph error each, as well equivalence there are 3 paragraphs. The similarities and difference in previous research explained about cohesion and coherence not in too much detail. Therefore in this study the researcher explained thoroughly about cohesion and coherence. The difference lies in the subject, and the method of data collection.¹⁰

Second, the research that conducted by Islahuddin Karim, 2016. Entitled A discourse analysis of Cohesion in essay writing made by the seventh semester students of English Education Department of Makassar Muhammadiyah University. The objective of the research is to find out the types of cohesion are used in the essay writing and to state the frequency of occurrence of cohesion used in the essay writing. Research methodology (1) research design. The design of this research was a descriptive to analyze the students essay writing. Descriptive design was used because there was no treatment given to the students. It meant that used of cohesion in the students essay writings was only described as what they were, without giving are treatments. This research focused on the cohesion in essay writing made by the students, described the types of cohesion used and the frequency of occurrence of cohesion. (2) research instruments. At it was mentioned before, this research was conducted to

¹⁰ Husnaeni, *Error Analysis of Cohesion and Coherence Elements in Students Thesis of Government Science study Program Muhammadiyah University Makasar* (Makasar: 2019).

find out the types of cohesive devices used in the students essay writing.

(3) data analysis. After collection the data, analysis became very important to did in order to answer the two problems proposed in chapter one. As it has been stated that this section presented the findings, the findings reports were those which were useful to answer the two research question proposed in chapter 1 of this thesis. The findings reported in this section is based on the analysis of data collected and the application of the method described on the previous chapter. By referring to the problem statement of the research presents in chapter 1, the findings are presented based on the order of the question, the two question are the types of cohesion are used in the students essay writing and the frequency of cohesive device in essay writing. Similarities and differences. The similarity is in terms of the object, cohesion, namely finding out what type of cohesion is used in a piece of writing, but the text is different, the previous researcher the writing of semester seventh students while the current researcher will research about narrative paragraphs for grade eight. Differences previous researchers only studied cohesion, did not study coherence, and also differed in data collection techniques.¹¹

Third, the research that conducted by Pipit Oiva andayani, I Ketut Seken and Asril Marjohan. 2020. Entitled an analysis An analysis of the

¹¹ Islahuddin Karim, *A Discourse Analysis of Cohesion in Essay Writing Made by the Seventh Semester Students of English Education Department of Makasar Muhammadiyah University* (Makasar: 2016).

Cohesion and Coherence of the students narrative writing in SMP Negeri 2 Banjar. The objective of the research is develop competence in creating good writing to achieve a good writing and to find out the problems that affect the cohesion and coherence of their writing. Research methodology. Data collecting was carried out though student narrative writing, students questionnaires and teacher interviews. The data were analyzed using the theory proposed by Halliday and Hasan. In this section, the use of grammatical cohesive devices in the students narrative writings was marked by the usage of cohesive that were introduced by Halliday and Hasan, namely : references, substitution, ellipsis conjunction and lexical cohesion. Based on the analysis result of the narrative writings written by the ninth grade students of SMP 2 Negeri Banjar, as well as in relation to the purpose of the study, it can be concluded that : following Halliday and Hasan theory cohesion, the types of cohesive devices namely, reference, substitution, ellipsis and conjunction were used by the students of SMP 2 Negeri Banjar to build cohesiveness of their English narrative writings, based on the discussions of the findings there were 698 item or (100%) of grammatical cohesive devices used. On the other hand, these cohesive devices differed terms of conjunction, the types of reference were, namely: personal (94.13%), demonstrative (5.87%), and comparative (0%). The second one is terms

of conjunction, the types of conjunction used were : additive (53%), adversative (12%). Meanwhile, the lexical cohesion used was reiteration and collocation. In terms of reiteration, cohesive devices used were repetition (78%), synonym (3.65%), superordinate (2.92%), general word (0%), and collocation (15.33%). The difference and equality of this researcher with further research is in the data collecting technique, but the same in the object and subject. Then from the researcher intends to collect data with different techniques.¹²

H. Organization of Writing

This paper is divided into five chapters, which contains several points that describe the chapter.

Chapter I: Introduction, consist of Background of The Study, Identification of Research , Focus of The Research, Research Question The Objective of The Research, Significances of The Research, The Previous Study, and Organization of Writing

Chapter II: Theoretical Framework, consist of Writing, Cohesion, Coherence, and Descriptive Paragraphs.

Chapter III: Research Methodology, consist of Research Method, Data Source, Data Analysis, and Truthworthiness od Data Analysis.

¹² Pipit Olva Andayani, *Analysis of the Cohesion and Coherence of the students Narrative Writings in SMP Negeri 2 Banjar*, (Banjar: 2020)

Chapter IV: Research Findings, consist of descriptive data and analyzing data.

Chapter V: Conclusion and Suggestion, consist of present conclusion and suggestion following the findings of the research.