

CHAPTER I

INTRODUCTION

A. Background of Study

Academic writing is always a sort of assessment that requires people to establish knowledge and competency in specific disciplinary researching, understanding and presenting skills. The writing element of the paper is rarely. To be productive in this type of writing, you must understand exactly what the lecturer expects you to do and achieve with this kind of specific writing work.¹ Academic writing is a useful talent that any student should learn and practice. Every student should work on improving their academic skills. Every lecturer requires students to produce a thesis, an essay, and, on occasion, a report and a conclusion for classroom lessons. These courses help them to improve their academic writing skills.

Writing is a useful talent that is often left alone until the other abilities are presented. The reason for this is that writing is a difficult skill that necessitates the use of specialized approaches and talents. When writing in a foreign language, this procedure becomes more difficult. In addition to a necessary level of linguistic skill, writing in a second or foreign language necessitates thought techniques.² Writing is a difficult process that requires a variety of cognitive and metacognitive skills, such as thinking, planning, outlining, arranging, drafting, and correcting.

¹ Irvin, L. L. (2010). What Is “Academic” Writing? *Writing spaces: Readings on writing*, 1, 3-17

² Gibriel, M. (2019). Investigating writing strategies, writing anxiety and their effects on writing achievement: A mixed method design

Learning to write is tough, particularly for individuals writing in a foreign or second language in educational circles because they lack the knowledge of how to produce writing ideas.³ It is required in academic settings and is seen as a lifelong ability. Writing has been the most undervalued skill in Indonesian schools, resulting in reduced levels of writing proficiency among undergraduates⁴.

In the field of language learning, the ability to write in English is crucial. This is regarded as the most important language skill for Language learners. In higher education, the ability to write in English is frequently required. University students are considered to have a great command of the English language to complete an academic assignment and engage in written communication with ease.⁵

The majority of people feel that writing successfully is extremely taught, primarily for those with limited language skills. Using the systematic writing process, on the other hand, makes writing easier and more systematic. In any project work, you follow a set of processes and procedures in a specific order. In this situation, you need one task first, then another, and finally another. Writing takes a set of steps. When writing, good writers stick to the steps of the writing process.⁶

³ Negari, G. M. (2011). A study on strategy instruction and EFL learners' writing skill. *International journal of English linguistics*, 1(2), 299

⁴ Abas, I. H., & Abd Aziz, N. H. (2018). Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners. *Pertanika Journal of Social Sciences & Humanities*, 26(3)

⁵ Ismiati, I., & Pebriantika, E. (2020). Designing Strategies For university Students' Writing Skill. *Journal of Languages and Language Teaching*, 8(1), 8-19

⁶ Dirgeyasa, I. W. (2017). *College Academic Writing A Genre-Based Perspective*. Prenada Media

Students who want to improve their writing skills must consider two key criteria. They can, for starters, use language components that are relevant to their work. Structure and vocabularies, as well as how vocabularies and structures are organized with well-formed grammatical structures, are examples of language components. Second, they are allowed to improve their language skills, particularly their ability to write in English. As a result, students will require writing abilities to turn their sentences into strong paragraphs. These characteristics, however, can be difficult to attain because they are not all present at the same time. Aside from these two factors, pupils also possess particular thinking, structuring, and communication abilities. Years of experience in listening, speaking, reading, and writing have resulted in these abilities. Writers have developed a strong sense of word usage, knowledge of logical categories of thought, and the capacity to select specifics in their writing.

Furthermore, pupils may find it challenging to apply cohesion in integrating sentences into a strong paragraph when writing in English. This occurs because kids have a hard time choosing proper words to utilize in sentences and using coherent methods in their writing. Students, for example, rarely utilize reference, substitution, ellipsis, or conjunction. In academic writing, grammatical and lexical cohesiveness is critical. Grammatical cohesiveness enables pupils to think objectively and connect concepts in discourse, resulting in the development of logical and creative ideas. While lexical cohesion explains how learners could choose or apply suitable lexical items for maintaining discourse structure.

Text, texture, tie, and cohesiveness are all discussed in the idea of cohesion. In linguistics, the term text refers to any written or spoken material. The concept of texture is an excellent way to represent the attribute of "being text." Ties apply to a specific instance of cohesiveness, which is a term for a pair of cohesively related elements that occurs just once. While cohesiveness is a semantic notion, it relates to the meaning relationships that exist inside a text and that characterize it as a text. (Halliday and Hasan, 1976) Cohesion arises when the understanding of one component of the discourse is dependent on the explanation of another component of the discourse, and it involves the other one in the sense that it cannot be properly interpreted without it.

The types of coherence discussed in this section are limited to grammatical cohesion. According to Halliday and Hasan (1976), grammatical cohesion consists of (a) reference, (b) substitution, (c) ellipsis, and (d) conjunction⁷. The four types of cohesion are the focus of the research. In this research, the researcher is interested in examining the use of grammatical cohesive devices in theses background of the study, because this is related to cohesive devices. Based on the description above, the researcher chose the thesis title:

"The Use of Grammatical Cohesive Devices in Theses Background of Study Written by English Education Department Students of Uin Sultan Maulana Hasanuddin Banten"

⁷ M. A. K. Halliday and Ruqaiya Hasan. *London; Longman Group Limited*, 1976.

B. Research Question

Concerning the problem presented in the background of the study, the research question of this study is:

1. What types of grammatical cohesive devices are generally used in the background of the study written by English Education Department students of UIN Sultan Maulana Hasanuddin Banten?
2. What are the dominant kinds of grammatical cohesive devices existing in the background of the study written by English Education Department students of UIN Sultan Maulana Hasanuddin Banten?

C. The Aims of The Research

Based on the research question above, the present study aims to explore:

Types of grammatical cohesive devices are used by the students in the writing background of study on the theses written by English education department students of UIN Sultan Maulana Hasanuddin Banten. The grammatical cohesive devices that will be examined are reference, substitution, ellipsis, and conjunction.

D. Significant of Study

The result of this research is expected to be useful for the students, lecturers and other researchers who write a thesis as a reference. The Stands to benefit they are mentioned below:

For the students, this research provides information to the students in developing their knowledge about grammatical cohesive devices and improving

their understanding in using cohesive devices to improve their writing to be a good writer.

For lecturers, this research can be useful. Lecturers can use the information that is gathered from this study to help their students understand their texts through the exploration of grammatical cohesive devices in writing.

For further researchers, this research is also useful for those who are interested in a similar subject. This research could be a reference in the conduct of further research.

E. The Objective of Study

The objective of the research is to find out the types of grammatical cohesive devices are: reference, substitution, ellipsis, and conjunction on the theses background of study written by English education department students of UIN Sultan Maulana Hasanuddin Banten.

F. Previous Study

The writer has found three previous kinds of research in this study; the first research is '*A Corpus-based Discourse Analysis of Grammatical Cohesive Devices Used in Expository Essays Written by Emirati EFL Learners at Al Ghazali School, Abu Dhabi*'. (Hussein Maghawry Hussein Abdelreheim. 2014). In his study, Relation to differ in their frequency within texts, the analysis indicate that the students used all 4 kinds of grammatical cohesion: reference, substitution, ellipsis, and conjunction. They depended heavily on conjugated verbs devices (57%) supported by referential devices (35%), with elliptical and substitutional devices

accounting for around 6.5 and 1.5 per cent of the entire grammatical cohesion devices uses, in both. Besides this, the students used all subpopulations of grammatical cohesion, frequently with even a focus on the following devices of each subtype. Fortunately, 19% including its devices used within the document were unsuitable. The author further states that the students' issues were primarily caused by abusing, overusing, and incompetently use the grammatical cohesion devices in several sections⁸.

Second, “*An Analysis of The Cohesion and Coherence of The Students’ Narrative Writings in Smp Negeri 2 Banjar*. (Pipit Olva Andayani, I Ketut Seken, Asril Marjohan, 2014). The assessment focused on the following aspects of coherence found in the learners' literature: grammatical cohesion (reference, substitution, ellipsis, conjunction), lexical cohesion (reiteration and collocation), but also part of coherence. The researcher concludes that (a) the learners used five categories of cohesive devices to improve the coherence with one ‘s writings, with private reference accounting for 70.77 per cent of the total. Then, this was guided by conjunction 28.51 per cent, substitution 0.57 per cent, ellipsis 0.14 per cent, lexical cohesion would be used 137 items populated with rote learning 78 per cent; (b) the learners generated coherence including its discourses via the development

⁸ Abdelreheim, H. M. H. (2014). *A corpus-based discourse analysis of grammatical cohesive devices used in expository essays written by Emirati EFL learners at Al Ghazali school, Abu Dhabi* (Doctoral dissertation, The British University in Dubai (BUiD)).

of subtexts as well as grammatical structures; (c) some students produced narrative coherence through the transformation of ideas and the main idea⁹.

Third, “*An Analysis of The Cohesion and Coherence of Students` English Writings at The Second Grade of Sman 1 Labuapi West Lombok*. (Ayub1 Seken, K2 Suarnajaya, W. 2013). The findings of this study were that (1) learners were using the five categories of cohesive devices to improve the coherence with one’s writings, of reference accounting for 40.84 per cent of the total, with private reference being the most common. Lexical cohesion could be used 37.99 per cent of the time, with comprehension dominating. Then, was also obeyed by conjunction 19.60 %, ellipsis 1.35 %, and substitution 0.29 %; (2) the informative development is mostly symmetric variation with even a proportion of 56.84 %, sequences improvement 24.19 per cent, and extensive concurrent evolution 18.25 per cent; and (3) a few troubles in the coherence of learners' writings seem to be a reference, conjunction, lexical cohesion, tenses, punctuation, and preposition. As well as language patterns the report's results suggest which cohesion and coherence must be emphasized in student learning, and Lecturers must be qualified to assess the coherence of learners' writings using target text¹⁰.

⁹ Andayani, P. O., Seken, I. K., & Marjohan, A. (2014). An Analysis of the Cohesion and Coherence of the Students' Narrative Writings in SMP Negeri 2 Banjar. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 2(1).

¹⁰ Seken, K., & Suarnajaya, W. (2013). An Analysis of the Cohesion and Coherence of Students English Writings at the Second Grade of Sman 1 Labuapi West Lombok. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 1.

There are similarities and differences between this study and previous research above, the equation uses a qualitative method to test the grammatical types of cohesive devices. The difference lies in the object of research if the previous research focused on narrative text, expository essay, and analysis of the cohesion and coherence of students writing. Therefore, this study aims to determine the types of grammatical cohesive devices used in the background of study in these writing, because the concept of cohesive devices has been introduced into the concept of cohesive devices as initial knowledge when learning to produce text. As English education students, students are ready to understand the language in general so that they can be exposed to several types of text. As a result, English education students are expected to master the language not only in spoken form but also in written form.

