

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching can be defined as the process of transferring knowledge from teacher to students. It has always been the concern of an English teacher to help their students perform well in listening, speaking, reading and writing. As Brown (2000) states that teaching is defined as “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand” (p.4).

According to Harmer (2002), in teaching and learning process, there are receptive and productive skills. Receptive skills are the skills which do not ask

students to produce anything only accept input and knowledge from teachers. Those are listening and reading activities. Productive skills demand students to produce something as a proof that the students have understood the material. The students are expected to produce either speaking or writing as a result in the end of the session (p.199, 246).

One of the productive skills is writing. Writing is defined as “a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge (Chakraverty & Gautum, 2000, p. 3). Brown (2001) states that writing is “as different from speaking as swimming is from walking” (p. 335). It means that writing skill is more complex than speaking. In the process of writing, the students are asked to write step by step start from sentences, paragraph, and essay.

Essay can be defined as a paper of about five hundred words that typically consists of an introductory paragraph (introduction), two to four supporting paragraph (body), and concluding paragraph (conclusion) (Langan, 2003, p. 6). Essay is a type of written discourse. Discourse is in the form of written or spoken. People have to organize the structures as well as the content of what they want to say or write in coherent way. Discourse study aims to investigate how words are used in order to make a well formed text (Yule, 1996, p. 83-88). Additionally, the explicit connection among sentences which uses discourse structure is needed in order to create cohesion and coherence.

In writing, the students are supposed to write down well including its coherence and cohesion. Coherence is the quality of being meaningful and unified in a text and is written in a complex concept which involves a multitude of reader and text-based features (Cook, 1990; Johns, 1986). While cohesion is defined as the way certain words or grammatical features of a sentence can connect that sentence to its predecessors and successors in a text (Hoey, 1991, p. 3). Halliday and Hasan state that the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text. Cohesion occurs where the interpretation of some elements in the discourse depends on another (Halliday and Hasan, 1984, p. 4).

In writing, cohesion is necessary not only for the writer but also for the reader. The writer should have the ability to organize ideas into a unified text. Cohesion is important for the writer in creating the text that can be easily comprehended, whereas for the reader is to construct the meaning from the text. As Flowerdew and Mahlberg (2009) state that the notion of the property of connectedness to refer to cohesion (p. 103). Connectedness is the flow of information and is reflected by the choice of vocabulary words or grammatical linking words that contribute to textual relation (p. 106).

The appropriate use of cohesive devices allows the readers or listeners to catch the connectedness between what precedes and what follows. It means that the dependency of the linguistic elements on each other in a text constructs a semantic unit. This indicates that connectedness is an indispensable element in any written or spoken discourse. Cohesion is usually considered as one of

the most crucial characteristics of the quality of the writing. It is shown in some researches that there is correlation between cohesion and the writing proficiency levels.

In brief, cohesion is concerned with the ways which the components of text are connected. In writing, the ideas should be well-connected sentences and well-connected paragraphs. Cohesion is essential in writing to link between the words, sentences and paragraphs to make it more comprehensible. Therefore, the reader can get the ideas what the writer wants to convey. In addition, as teachers, they should strive to help students achieve cohesion in writing.

According to Halliday and Hasan (1984), cohesion is expressed partly through grammar and partly through the vocabulary. Thus, cohesion is divided into two, grammatical cohesion and lexical cohesion (p. 5). Grammatical cohesion is the highest structural unit in the grammar within sentence (p.28). Lexical cohesion is “phoric” cohesion that is established through the structure of the LEXIS, vocabulary (p. 318).

Cutting (2002) also states that cohesion is maintained by grammatical and lexical cohesion. According to Cutting, grammatical cohesion consists of reference, substitution and ellipsis, while lexical cohesion includes repetition, synonyms, superordinates, and general words (p. 13). The following diagram summaries what both types of cohesion consists of.

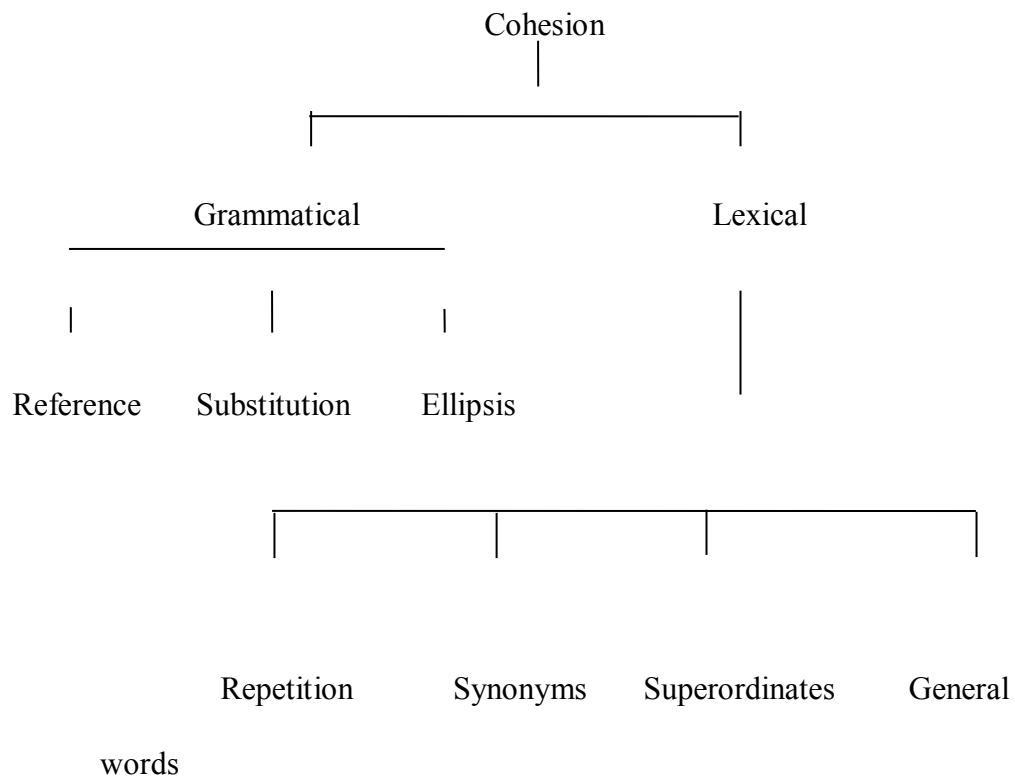


Diagram 1. Types of cohesion (Cutting, 2002, p.13)

The research only focuses on grammatical cohesion. It consists of reference, substitution, ellipsis, and conjunction. Reference divides into personal, demonstrative, and comparative. The example of reference is in the sentence, “*If the buyer wants to know the condition of the property he has to have another survey carried out*” the personal reference is *he* which refers to *the buyer.*”

As regard, this research is about to analyze grammatical cohesion, there are two previous studies which are “*Grammatical Cohesion in Students’ Argumentative Essay*” by Josephine B. Alarcon and Katrina Ninfa S. Morales

(2011) and “*The Discourse Analysis of Grammatical Cohesion in Students’ writing*” by Besma Azzouz (2009).

The first previous study is the study of Alarcon and Morales which analyzed the cohesive device used by the undergraduate students in their argumentative essay. They use quantitative and qualitative method to analyze the essays. There are 104 essays were collected, but only 64 essays statistically qualified as the corpus of the study. The study uses the concept of grammatical cohesion by Halliday and Hasan as a framework for the analysis of the essays. The result of the study shows that reference had the highest frequency which is 90.67% of the total cohesive devices with mean score 53.37. Conjunction occurred 326 times in the essays, which is 9.08% with mean score 5.34 while substitution was the least used type of cohesive device which is only 0.25%. The cohesive devices are not significantly correlated with the quality of the students’ essay. The resulting r using Pearson r is 0.054 which is not significant at 05 levels of significance. Based on the qualitative analysis, it was found out that certain cohesive types assisted the students in the argumentation process. The conjunction “but” is the most frequently used adversative conjunction by the students. It signifies that the students’ knowledge on the use of this kind of cohesive device is limited. The students can use concessive such as “yet or however” to establish stronger claims. Hence, qualitative analysis supports the concept of form and function.

The second previous study is the study of Azzouz. The purpose of the study is to check whether students are familiar with the use of grammatical

cohesive device in writing essays. The result of the study indicates that the use of grammatical cohesive devices by Second-Year Students of English at the Department of Foreign Language, University of Mentouri, Contantine, is enough. However, some inappropriate uses of grammatical cohesive devices are noticed concerning the total use of those devices. In addition, some grammatical cohesive devices are widely used but not appropriate; and some others are less used but appropriately. The most grammatical cohesive device is conjunctions. However, most of them are used inappropriately.

Related to the grammatical cohesion, the research is to analyze the grammatical cohesive devices found in the final test of essay writing of 4th semester students in English Department STBA LIA Jakarta by academic year 2013/ 2014. The purposes of the research are to reveal what types of grammatical cohesive devices are appeared in their essay writing and whether they are used appropriately or not.

B. Statement of problem

This research investigates the grammatical cohesion of students' essay writing at STBA LIA Jakarta. There are two questions or main points to investigate:

1. What types of grammatical cohesive devices are used by the students in their essay?
2. Are these grammatical cohesive devices used appropriately in their essay?

C. Objectives of the study

Related to the statements of problems stated above, the objectives of the research are:

1. To analyze the types of grammatical cohesive devices found in students' essay writing.
2. To examine the use of cohesive devices whether they are used appropriately or inappropriately.

D. Scope and Limitation

As mentioned before, there are two kinds of cohesion; grammatical and lexical cohesion. This research focuses on grammatical cohesion because the researcher would like to analyze types of cohesion in the grammar only. The subjects of this research are also limited only the students of essay writing classes (13 students of S4B and 25 students of S4C) of S1 program of English department at STBA LIA Jakarta. The data of this research are taken from the final test of essay writing class (9 essays of each class).

E. Research Methodology

1. Method

This research uses qualitative method. Denzin and Lincoln argued that “qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, the phenomena in terms of the meaning people bring to them” (2005, p.3). According to Merriam, qualitative researchers are interested in understanding the meaning people have constructed, that is how people make sense of their world and the experiences they have in the world. (2009, p. 13). This method is appropriate for the research because the aim of qualitative method is to describe the problem that exists at the time of the study and also to explore the nuances related to the problem at hand.

2. Data Sources

The data of the research are taken from the final test of students’ essay writing (S4B and S4C) classes in STBA LIA Jakarta by academic year 2013/2014 without considering the type of the essay. The population are 38 students from two classes (S4B = 13, S4C = 25). To have the same number of population, so it is taken 13 essays of each class since S4B consists of 13 students only. The data are not analyzed all. Therefore, the samples are taken which are 14 by dividing the number of essays of each class into two (13: 2 = 6/ 7).

3. Data collection

The steps to collect the data are:

- a) To take the samples of 2 classes (7 essays of each class).
- b) To highlight the each type of grammatical cohesion in each essay. The purpose of highlighting is to identify the type of grammatical cohesive devices.
- c) To select 10 data which contain the different types of grammatical cohesion to be presented on the data analysis.

4. Data Analysis

The data analysis procedures are:

- a) To classify the types of grammatical cohesion are used by the students in their essays.

After identifying the types of grammatical cohesion in the essays, the research classifies them into reference, substitution, ellipsis and conjunction. The classification uses the type and concepts proposed by Halliday and Hasan.

- b) To examine the appropriateness of using the grammatical cohesive devices in their essays.

After classifying the grammatical cohesive devices into those types of grammatical cohesion, then the researcher examines the cohesive devices are used by the students to reveal if they are used appropriately or not. The researcher also uses the theory of cohesion

by Halliday and Hasan to determine whether they are used appropriately or not in their writing.

F. Organization of writing

The thesis is divided into four chapters. The first chapter is introduction which consists of background of the research, statement of problems, research objectives, scope and limitation, research methodology and the organization of writing. The second chapter contains of theoretical framework that supports this research. The third chapter consists of data analysis. The last chapter is conclusion.