

CHAPTER I

INTRODUCTION

1.1. Background of the Research

English is acknowledged as a universal language in this world. Many countries provide English as a subject at schools. It is considered a second language in some countries, whereas the rest is considered as a foreign language. It is known as second language when English is taught in an English-speaking country. On the contrary, English is considered as foreign language if it is taught in a non-English speaking country. In Indonesia, English is known as foreign language. That can be said, it is taught in the schools and other institutions, however, it is not used in daily interaction by the people.

As English language learners, they have to develop an understanding of the skills in English to master the language. The four skills that learners should learn are divided into two categories: receptive skills (consist of listening and reading)

and productive skills (includes speaking and writing) (Harmer, 2002). Among those skills, Blanchard and Root (2010) state that writing is the most difficult to achieve when learning a new language. The difficulty in writing contains the understanding of how to manage the ideas that the learner/writer has in mind into a written text by generating and organizing the idea itself. It also requires learners to analyze, compare, and inform if they have succeeded in conducting a text.

The learning process itself can evaluate the effort to develop understanding through writing. Language learners are encouraged to freely express their ideas, feelings, thoughts, and opinions in written forms to give a clear understanding of the text. In order to do so, learners have to pay attention to some aspects that help them develop their writing skills. Learners need to understand how to link the ideas to create a unity of the text itself rather than only focus on using correct vocabulary forms. Moreover, in some cases in higher levels of education, learners are assigned to create writing for academic purposes by using English, especially those who take English as a major in university.

In conducting writing or a text, foreign language learners should pay attention to their writing patterns. Every sentence has to be related and connected. This knowledge is known as cohesion. Zaimar (2011), as cited in Asep Muyidin (2018), defines cohesion as an attachment to the outward elements of a text independent of each other following the grammatical form and conventions. However, cohesion in writing does not mean just being grammatically correct. It occurs when the interpretation of the presupposing and the presupposed are dependent on each other to create a relation between sentences. "The concept of

cohesion is a semantic one; it refers to a relation of meaning that exists within the text" (Halliday and Hasan, 1976, p. 4). It creates the relationships between the words, phrases, sentences, and paragraphs together in the text. The connection of the ideas in writing affects the tone and flow of the text as it will become a well-constructed text. It means the cohesion can link the elements of the text to avoid the gap between an idea among it. A text that is clear and logical will attract the reader directly when they are reading it.

Another thing that also takes into account in developing writing skills is grammatical knowledge. According to Richards (2006), grammatical competence refers to language knowledge that accounts for people's ability to produce sentences in the language. The ability to deliver the sentence itself should be based on appropriate rules because well-structured and coherent sentences in writing are the unmistakable sign of a good understanding of grammatical competence. Learners tend to pay less attention to some aspect of grammar that makes them use the same form of grammar in their writing. In this case, there are not many specific changes in their writing. The repetitive grammar devices used in writing can decrease the cohesiveness of their essays since there is no relation between each sentence and or paragraph.

A text or an essay should be well-constructed so it can become evidence for good writing. It will be difficult for the readers to understand the text if the arguments or ideas implied in each sentence are simply used without being related to another. This study will find out more about cohesion in writing by looking for its cohesive devices. According to Halliday and Hasan (1976), cohesive devices are

divided into two types which are grammatical cohesion devices and lexical cohesion devices. This study focuses on analyzing the use of grammatical cohesion devices in essay writing from EFL learners in the hope to help the learners to produce well-constructed writing that leads to no gap between each sentence.

There are some previous studies about grammatical cohesion device usage in writing. The researcher provides three previous studies that applied as references for this study. The first one is a research conducted by Alarcon and Morales (2001) about Grammatical Cohesion in Students' Argumentative Essay. The analysis of cohesive devices in the study used both quantitative and qualitative methods. The result from using quantitative methods revealed reference is the most frequently used in the essay. It also resulted that substitution is the minimum grammatical cohesion device used. There are no findings for ellipsis since the researcher stated that ellipsis only appears more in oral than written discourse. On the contrary, the qualitative method used to analyze this study showed some misuses of the grammatical cohesion devices, such as the use of conjunction in learners' writings.

The second previous study is from Anastasia Tsareva titled Grammatical Cohesion in Argumentative Essays by Norwegian and Russian learners. This study showed that reference and conjunction are used extensively to establish cohesive relations between sentences of argumentative essays by Norwegian and Russian learners. The researcher of this study claimed substitution and ellipsis devices are not representative features of grammatical cohesion in argumentative essays of both Norwegian and Russian learners, so these two devices are not represented widely.

It also resulted that Russian learners using nominal ellipsis more frequently than Norwegian learners.

The last previous study that the researcher uses as the reference is a thesis about Grammatical Cohesion Analysis of Students' Essay Writing written by Aryani Medinatul Rofiq'ah from Walisongo State Islamic University year 2017. The use of descriptive method analysis in this study shows that grammatical cohesion device reference is the dominant type used in their essays. It is followed by conjunction as the second type of grammatical cohesion device used by the students. However, the result also showed that the students only focus on these two types of grammatical cohesion since substitution and ellipsis are lower than reference and conjunction.

As the previous study examine learners' grammatical cohesive devices in argumentative essay writings, this study examines the same type of writings. There are several considerations for selecting argumentative essays. According to Folse Keith (2010), argumentative essay consists of pro arguments, counterarguments, and refutations that encourages the writer to persuade the readers to agree with the writer's opinion about a specific topic. In other words, it motivates the writer to state her or his opinion by giving clear writing to show he or her is supporting the topic. The job of the writer is to convince the reader by a good structure of writing so the readers are able to acknowledge her or his statement is valid. By these considerations, this researcher hopes to show the different findings of type of grammatical cohesive devices that is used extensively by the learners from the findings that are shown in line with the previous studies.

1.2. Statement of the Problems

According to the background of the study, the researcher would like to identify how grammatical cohesion devices are being used by EFL learners in their argumentative essay writings.

1.3. Research Objective

In line with the problem, the objective formulated by the researcher is to analyze the use of each type of grammatical cohesion device based on Halliday and Hasan's work (1976) in EFL learners' argumentative essays; reference, substitution, ellipsis and conjunction.

1.4. Scope and Limitation

This research uses the theory from Halliday and Hasan (1976) entitled *Cohesion in English* which consists of grammatical cohesion and lexical cohesion. The researcher would like to limit the study by analyzing the grammatical cohesion devices in argumentative writing. The grammatical cohesion devices consist of reference, substitution, ellipsis, and conjunction.

1.5. Research Methodology

1.5.1. The Method

The qualitative method is applied in this research. The researcher uses descriptive analysis to describe the grammatical cohesion devices used in English language learners' argumentative essay writings; reference, substitution, ellipsis, and conjunction. According to C. Lambert and V. Lamber (2012), qualitative

descriptive presents the data by involving a straight forward descriptive summary of the informational contents of the data. The purpose of using a qualitative method in this research is for looking at several factors to provide a deep understanding of the data. It involves collecting, analyzing, and managing the data to identify grammatical cohesion devices used in argumentative essays by EFL learners.

1.5.2. Data Source

The data are from the final test papers of second-year students of the English Department at STBA LIA Jakarta. It is in the form of essay writing, which is classified as argumentative writing. There are 17 argumentative writings by the students that the researcher will analyze further in this study.

1.5.3. Data Collection

As the data subject is essay writing, the researcher is as the primary instrument in this research. Emerson, Fretz, and Shaw (2011) claim if the instrument of the research is the researcher, then the quality of data analysis is subject to the researcher's skill level. The researcher uses some steps to collect the data, such as:

1. Collecting the copied file of EFL learners' essay writings.
2. Dividing each paragraph in the essay into sentences to identify the types of grammatical cohesion devices found in students' argumentative essays.

1.5.4. Data Analysis

As the qualitative method is applied for this study, the qualitative data analysis is also employed here. Esubalew A. Mezmir (2020) mentioned that

“qualitative data analysis is the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it.” It involves the categorization, interpretations, and summaries. Miles and Huberman (1994) stated that qualitative data analysis carried out the interactive process or activity. The researcher analyzes the data from EFL essay writings in the following steps according to the three concurrent flows of activity of qualitative data analysis by Miles and Huberman (1994):

1. Data Reduction

It refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data. The process of data reduction in this study starts with the selecting the item by focusing to classify the grammatical cohesion devices found based on its type using the theory of Halliday and Hasan (1976).

2. Data Display

This process includes the organizing of the type of grammatical cohesive devices that has been classified. It refers to displaying the data with tables, diagrams, charts, or graphics, as the way of explaining the selected data by presenting with words or more textual. In other words, the analysis of the grammatical cohesive devices using the theory of Halliday and Hasan (1976) is displayed with both tables and description in this study.

3. Verification or Conclusion Drawing

This process involves the consideration of what the analyzed data mean. As the focus of research in qualitative research is still temporary and will develop

after the research, the conclusion in this study gives a disclosure or finding about the use of grammatical cohesion device in EFL learners argumentative essays using Halliday and Hasan's theory (1976).

1.6. The Organization of Writing

This research divides into four chapters. In the first chapter, which is the introduction, the researcher explains the background of the study, statement of problems, scope and limitation, research methodology, and organization of writing. Chapter two describes the theory used in this research. In chapter three, the researcher displays how the data is analyzed by using the framework in chapter two and the research outcome. In the fourth chapter of the research, the researcher concludes the data analysis.