

CHAPTER I

INTRODUCTION

This chapter discusses the reasons to conduct the study. It covers background of the research, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, definitions of key terms, and organization of the research.

A. Background of the Study

There are four language skills in teaching English; they are listening, speaking, reading and writing. Recently, skill in writing becomes more important since it has an important role in global communication. For those who become members of international business, administrative or academic communities, they have to become proficient writers.

There are some reasons relating to the importance of writing skill for students. The first is to lead the students to the academic success in the school. According to Oshima & Hogue (2006: 3), a kind of writing for college or university, it is called an academic writing. They argue that academic writing is different from other kinds of writing in several ways. For instance, personal writing, literary writing, journalistic writing, business writing, etc. In addition, Swales & Feak (2004: 7) mention that “graduate students face a variety of writing task as they work toward their chosen

degree”. It means that graduate students will face an academic writing as well.

Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective, the meaning or the idea can be delivered to the readers.

Many people want to express their feelings, thoughts, and ideas in writing, but they can rarely create them well. It is believed that writing is very difficult, thus the students need to pay great attention, and have a comprehensive understanding to organize sentences in order to be able to deliver their ideas, messages and feeling to the reader through writing, especially when writing in English as a second or foreign language. According to Richards and Renandya (2002: 303), “There is no doubt that writing is considered as the most difficult skill for L2 learners to master”. The difficulty lies not only in generating and organizing the ideas, but also in translating the ideas into the comprehensible text. Relating to the difficulty of writing above, the students should pay more attention in writing and on how to express the ideas, thoughts, and opinions in the written form.

The researcher also think that producing a good piece of writing is enormous challenge task for English learners as foreign language. Students

are required to convey their ideas or meaning through writing; nevertheless, little portion of practice of students, especially in academic writing, makes them lack of experience to convey their ideas into a good writing. In addition, to make a good writing, the students may not ignore the process of writing. They need to pay attention to the writing stages beginning from planning the text until finishing the draft. When learners are unable to create a well-constructed and understandable composition, they will not be able to create a good writing. Lack of students' motivation also can cause their difficulties in producing good writing. Most of them think that writing is difficult; writing is wasting time, etc. Moreover, the low motivation of students because the teachers or lectures only sometimes in feedback on students writing, so that the students don't know whether their writing is in good writing or not.

Writing is not just constructing words to be a good sentence, but the writer should know well the message that will be delivered to the reader. In principle, writing means try to produce or reproduce written message (Barli Bram: 1995). In order that the writing can deliver the message well and able to be understood by the reader, the writer has to arrange the sentence correctly and connect the sentence each other. The process of writing concerns with the establishing sequence among the sentence each other to get existence connections and relevance meaning in a text.

To make connections between what are currently said, the use of cohesion is demanded. Cohesion is one aspect that important to consider in discourse analysis. In discourse analysis actually the data are text (written or

spoken text). Because in this study, the researcher used written text, so this study deal more about discourse analysis. Halliday and Hasan (1976: 30) defines cohesion as interconnection of some parts (sentences) in text, caused by internal factor

The use of cohesion is very significant as it functions to join ideas between sentences. An appropriate use of cohesive devices will result in a good arrangement and a coherent text. On the contrary, a misuse of cohesive devices leads the readers to misunderstand and create difficulty in reading comprehension. Some features, namely grammatical and lexical cohesion, build this aspect of cohesion. Therefore, cohesion makes the text sequence that make the reader can comprehend the meaning easily.

In cohesion there are two cohesive devices, they are grammatical and lexical cohesive devices. Grammatical cohesive devices deal with cohesion between or among the sentence because of grammatical factors. They are the tools, means, words used in sentences as the link between one part and another part of sentences in the text. The grammatical cohesive devices cover; reference, ellipsis, conjunction, and substitution. Moreover, lexical cohesive devices deal with cohesion between or among the sentence because of lexical choices. It covers repetition, synonymy, hyponymy, metonymy, antonymy, and collocation.

Although cohesion influences the students writing quality, some misuse of cohesive devices may often found in their writing. Here the

researcher would like to show some misuses that students do in their writing argumentative essay:

“They feel happy if their children are happy too”

“Everything that has destined for you, maybe it is the best for you”

The underlined words in the sentences above have misuse in using substitution, because the students have such word repetition in the sentences.

The correct forms are;

“They feel happy if their children do so”

“Everything that has destined for you, maybe it is the best one”

Other examples:

“Why must parent did not gave their permission to their child to get married?”

“When someone falling in love, they will do everything for their love. They just do like a crazy people”.

In addition, the underlined words in the sentence above, the students have misuses in using reference of personal pronoun. The students using pronoun without based on particular thing that is being referred to, so here those sentences don't have any relations. As a consequents, the misuses make the ideas do not cohesive.

The researcher also found out that many students misplaced the conjunction from their essay which then distracted the flow of ideas. An essay example is when they use “on the other hand” to signals additional information. In fact, “on the other hand” is used to signal the dissimilarity or the contrast of anaphoric and cataphoric idea.

According to the cases above, cohesion has very important role in writing text. The importance of cohesion in writing, especially cohesive

devices (grammatical and lexical) is to create a good and systematic text and also to make easily understand what message is delivered in it. Mastery on used of cohesive devices, it will help students to decode the message by recognizing the writing signs and exactly it will give significance benefit for students' writing skill.

Cohesive devices help to carry over a thought from one sentence to another, from one idea to another, or from one paragraph to another with words or phrases. Cohesive devices link the sentences and paragraphs together smoothly so that there is no abrupt jump or break between ideas. Therefore, with cohesive devices help, the reader accurately understands and follow the writer's thought.

Based on the background of study above, the researcher intends to conduct a research entitled “**Misuse of Cohesive Devices in Students' Argumentative Essay Writing.**” The researcher conducted a study to analyze incorrect use of cohesive devices in students' argumentative essay writing. The researcher realized that it is important to do to improve the students' skill in writing. When there are students use the grammatical cohesive device –such as reference, substitution, ellipsis, or conjunction– wrongly, it distracted the flow of ideas in the text.

B. Research Question

On the basis of background, the research question can be formulated as follow:

1. What types of cohesive devices are incorrectly used in argumentative essay composed by fourth semester students of English Department at IAIN Tulungagung?
2. What is the frequency in each type of cohesive devices that are incorrectly used by the students in their argumentative essay?

C. Research Objective

In this case, the objectives of the research are:

1. The researcher would like to investigate the cohesive devices are incorrectly used in argumentative essay composed by the fourth semester students of English Department at IAIN Tulungagung.
2. The researcher would like to find out the frequency occurrences in each type of cohesive devices that are incorrectly used in argumentative essay composed by the fourth semester students of English Department IAIN Tulungagung.

D. Research Significance

The researcher hopes that the result of the study will has significances.

These are:

1. The English department students, this research showed them some misuse of cohesive devices, therefore they were interested to improve their knowledge about cohesive devices and be able to apply it appropriately in their writing.
2. The lectures, the researcher hopes that the result of this study can be useful for the lectures. This research done to analyze the incorrect used of cohesive devices. The lectures may be more aware to give more detail feedback to the students' writing, especially related to the use of cohesive devices in their writing. Understanding cohesive devices can create linguistic competent on the students.
3. The next researcher, the researcher hopes that the result of the research can become the useful information and references for the next researcher who want to conduct the similar research in other dimension.

E. Scope and Limitation of the Research

The scope of this research is on analyzing the use of cohesive devices.

This study is limited to analyze the incorrect use cohesive devices in term of grammatical cohesion in Argumentative essays composed by the fourth year students of English Department at IAIN Tulungagung.

F. Definition of Key Terms

The researcher will give the key terms of this research as below:

1. Writing ability

Ability is the mental or physical capacity, power or skill required to do something”. Writing ability refers the ability of students to construct good argumentative writing by correct used of cohesive devices.

2. Grammatical Cohesive Devices

Grammatical cohesive devices is the way that grammatical features are attaché together across sentence boundaries. It consist of reference, substitution, ellipsis, and conjunction.

3. Argumentative Essay

Argumentative essay is an essay in which you agree or disagree with an issue, using reasons to support your opinion. The goal is to convince the reader that your opinion is right.

G. Organization of Study

This research is defined into six five chapters, they are chapter I, II, III, IV, and V.

The first is introduction. This chapter consists of background of the study, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, definitions of key terms, and organization of the research.

The second chapter is review of related literature. In this chapter the researcher writes the theories that related to the research. It discusses about discourse, discourse analysis, cohesion, argumentative essay writing, and previous study related to this research.

The third chapter is research method that discusses the research design, population and sample, data and data source, technique and instrument of data collection, and data analysis.

The chapter four consists of data finding and discussion and the last chapter, chapter five consists of conclusion and suggestion.