

CHAPTER I

INTRODUCTION

The topic that fills the chapter 1 of introduction are: background of the study, identification of the study, formulation of the study, objective of the study, limitation of the study and significance of the study.

A. Background of The Study

As time goes on, English is sure to become the language of choice for international communication.¹ English has served as a de facto international language for quite some time now. This is evidence that English is widely spoken over the world. Due to the critical nature of English as a worldwide language, it is currently one of the subjects that must be taught in all schools. In recent years, there has been an uptick in the number of native and non-native speaker students pursuing English language instruction. Because of this, English has emerged as an international language (ELF).² Students learning English must develop fluency in four areas: oral communication, reading comprehension, written expression, and vocabulary development. The ability to construct coherent phrases, paragraphs, and entire texts in English is a fundamental skill that students should develop. It makes it one of the hardest things to learn. Creative writing is an interactive process between author and audience.³ Written expression is a necessary skill for students to acquire because it make and keep functional social connections, and articulate their feelings and persuade others.

¹ David Crystal. 2003. *English as a Global Language*. Cambridge University Press. P. 2

² Rebecca K. Webb. 2015. *Teaching English Writing for a Global Context: An Examination of NS, ESL and EFL Learning Strategies That Work*. **PASAA: JOURNAL** of Language Teaching and Learning in Thailand. Vol. 49 P. 172.

³ Olstain (2001: 207) as cited in Andayani et. al (2016).

Of the many foreign language lessons taught in all elementary through high school classrooms, English writing is a staple. Beginning in elementary school, junior high, and high school, as well as in universities and other non-formal learning environments, students in Indonesia begin to acquire English as a second language. According to Decree of the Minister of Education and Culture No. 096 of 1967, all Indonesian students from junior high school all the way through graduate school are required to take English.⁴ The curriculum should emphasize both the Competence Standards and the Basic Competencies. Teaching writing in middle schools requires a focus on two distinct sorts of writings: descriptive texts and procedural texts. A description gives the listener or reader an idea of how something sounds, smells, or looks. A word or phrase used to define something. Its goal is to provide detailed information about a single entity.

Descriptive texts created in the form of simple monologues are used to gauge student progress. The ability to think of new ideas and shape those ideas into coherent paragraphs is just the beginning of the growth in writing competence that occurs as students progress through school.⁵

Students are expected to grasp well-ordered sentence structures in academic writing, which is writing created for academic reasons or in the academic area. It's not as easy as just penning random words and phrases; writing requires careful planning. In this way, the author will be able to more easily explain their ideas. The fundamental problem with many secondary school pupils' writing is that they

⁴ Ani Puspita Sari. 2016. *Improving the Students' Skill in Recount Text by Using Photograph Sequence of Second Grade at SMPN 1 Ngunut*. A thesis. Tulungagung, State Islamic Institute (Iain) Of Tulungagung. P. 3.

⁵ Feradilla Eramona and Muhd. Al Hafizh. 2014. *Using The Clustering Technique In Teaching Writing A Descriptive Text To Junior High School Students*. State University of Padang, Vol. 2. No. 2. P. 74

have not been taught how to properly organize an essay. This agrees with what researchers Khanalizadeh and Allami report about how writing is taught and learned in Iran, “where students' abilities to put pen to paper are typically restricted to the construction of sentences and where mastery of lesson will mostly center on the grammatical details of those sentences.”⁶

There are several considerations that go into writing effective text for a speech. In order to be considered good writing, a piece must be coherent and consistent. A well-written piece will have cohesive and logical structure. Having equivalence or coherence in writing, both of which may be found in the employment of cohesion devices, is one of the criteria of a successful sentence, hence cohesion markers are required. There must be some sort of connection between the items within a clause and those outside of it in order for the writing to flow properly.⁷ This means that the writer should use some method to develop the connection in the text or paragraph so that the reader may readily understand the ideas expressed in the writing. The cohesive element is provided by the linkage between the parts. One way to build cohesiveness in a document is through coherent communication.

For the writing to be cohesive, it must make sense on both a logical and linguistic level. Textual cohesiveness allows for the establishment of connections between individual sentences, clauses, and even paragraphs. By focusing on these elements, the author can deepen the connection between the text and the reader, as well as the writer. Grammatical cohesion and lexical cohesion are the two primary

⁶ Bita Khanalizadeh. 2012. The Impact of Teachers' Belief on EFL Writing Instruction. *Theory and Practice in Language Studies*, Vol. 2, No. 2, P. 334

⁷ Halliday (1994) as cited in Wachidah (2016)

types of cohesion. Grammatical cohesiveness includes elements like reference, conjunction, ellipsis, and substitutes. Whereas repetition and collocation are examples of lexical cohesiveness. As explained in the book 'Cohesion in English,' cohesion is generated through the interpretation of relationships between grammatical and lexical cohesion pieces. It's proof that only grammatical and lexical cohesion can make a document comprehensible.⁸

Based on what has been said above, it is clear that scholars are currently concerned with the role that cohesiveness plays in the process of teaching students to write in English. Creating quality written work is a challenging endeavor. The writer must construct a solid concept, select appropriate vocabulary to create effective sentences, and craft an argument that holds water for the reader. It requires the presence of certain elements in a text. Cohesion is a complicated term for what they offer. Having come to appreciate the value of writing as a means of effective communication in English, the researcher has focused on the students at Brigjend Katamso Junior High School to see how well they construct sentences. The English language arts curriculum at Brigjend Katamso Junior High School incorporates writing into the broader framework of speaking, reading, and listening. Both the theory and practice of the language are included in the English classes. Students are provided with writing instruction as a separate subject in order to hone their skills in sentence construction, paragraph development, and the composition of basic, functioning paragraphs. Due to a lack of understanding of

⁸ Halliday and Hasan. *Cohesion in English*. 1976. P.31-33.

collocation, elipsis, and substitution, some eighth-graders at Brigjend Katamso Junior High School struggle to create cohesion in their work.

It was discovered through participant observation and interviews with the English instructor at Brigjend Katamso Junior High School that not all students' writing was assessed as good. According to Hasan and Halliday's theory, not all students' writing meets the criteria for good writing. Some pupils still have trouble writing effective texts. Some students have a knack for crafting elegant sentences, but they lack an understanding of the significance of cohesion components in constructing coherent texts. Although though studying descriptive texts is a mandatory part of the curriculum at the junior high school level, little research has been done on the relationship between cohesiveness and the ability to write effectively about a subject.

Thus, the researcher hopes to undertake a study titled **“AN ANALYSIS OF GRAMMATICAL AND LEXICAL COHESION IN STUDENTS’ WRITING OF DESCRIPTIVE TEXTS AT EIGHTH GRADE JUNIOR HIGH SCHOOL”**

B. Identification of The Study

The following research issues are identified in this study based on the literature review presented above:

1. When compared to what is considered good writing, the works of some students fall short because they lack cohesiveness and integrity.
2. The students are unable to effectively make logical inferences and organize the content.

3. When it comes to writing, students are less likely to realize the significance of using coherence items.

C. Formulation of The Study

The problems addressed in the current study are grounded in the context of the study as indicated above:

1. What are the grammatical and lexical cohesion devices used in the description text by the 8th graders of SMP Brigjen Katamso?
2. What are the cohesive items used dominantly in the description text by 8th graders of SMP Brigjen Katamso?

D. Objectives of The Study

The goals of the study are based on the aforementioned issues.

1. To find out the grammatical and lexical cohesion devices used in the description text by the 8th graders of SMP Brigjen Katamso.
3. To determine the cohesive items used dominantly in description text by the 8th graders of SMP Brigjen Katamso.

E. Limitation of The Study

According with the study's heading, this investigation concentrates on examining how students employ cohesiveness in their written work. Although students in the English program at SMP Brigjend Katamso Medan study a wide range of text types, this study focuses exclusively on the students' descriptive text writing. The researcher also ignores incorrect sentences and focuses only on those that are grammatically sound.

F. Significances of The Study

a. Theoretical benefit

The findings of this study should inform and improve future studies of language, particularly those that aim to improve the way in which students learn to write. As a result of this study, we can have a better comprehension of the issue. It is also possible to use what the researcher found as a foundation for future studies along these lines.

b. Practical benefits

The research presented here is meant to assist both students and English teachers by highlighting the significance of coherence devices in text construction.

This study demonstrates students' proficiency with coherence indicators, allowing teachers to better identify which concepts pupils still need to work on.