

# CHAPTER 1

## INTRODUCTION

This chapter covers the introduction of the study. It includes background of the study, research question, definition of the key terms, objectives of the study, significances of the study, and organization of the thesis.

### **A. Background of the Study**

Language is the important thing of communication. People use language for expressing and showing the feeling because without language we can not be able to communicate. Therefore, language is necessary for human to interact with others. In addition, Bussmann in Colle (2020: 2) defines that language as a vehicle for the expression or exchanging of thoughts, concepts, knowledge, and information as well as the fixing and transmission of experience and knowledge. Language in communication is meaningful when it is arranged well and relevant to the context surrounding the communication.

English serves as the language of communication globally, it is considered as the first language for the majority of the populations in several countries and as the second language, for particular countries, especially in Indonesia English will has been a significant subject in education. In education English is supposed to have four skills, they are listening, reading, speaking, and writing. Students must master those language skills.

Learning English, writing as one of the four language skills has always occupied a place in the most English language course. Writing is transforming thoughts into language, it means that we need to think about the content of our writing first and then arrange the ideas using appropriate language. Writing has become a big challenge for the students because they should be able to accomplish a good composition, it needs a complex process. Brown and Hood stated that there are three main stages of the writing process that is preparing to write, drafting, and revising (1998: 6).

Writing becomes one of the most difficult skill when it is learned by foreign language learners. Furthermore, writing is the activity of pouring a message through a written text to be read by others. All messages or information to be conveyed through essays and writing is easily understood by readers (Pardiyono, 2012). Therefore, writing becomes a very important language skill to develop. Writing has a significant purpose as the main tool for learning and it is generally assumed to be the most essential for a successful study. This is because university students are expected to be able to express their ideas both in non-academic and academic writing such as writing a text, article, and thesis as their final project. It can be assumed that while the students write, they have to comprehend the pattern so that there will be a reciprocal connection between thinking and writing.

In linguistics, any spoken or written discourse that forms a unified whole is referred to as a text. Descriptive text is one of the genre of texts. According to Gerot and Wignell (1994: 208), “descriptive text is a text type

we use when we want to tell how something looks, smells, feels, acts, tastes, sound, etc". As the second language which is the most difficult for learners, it comprises not only writing text in generating and organizing ideas, but also translating ideas into readable text. Many students are still making mistakes to compose a sense of the writing because of lack of motivation, lack of vocabulary mastery and lack of connectedness of the sentences. . In addition, Saud in Nazilah (2018: 2) stated that the difficulties lie not only in the poor organization, the inappropriate statement, the inadequacy of providing examples and details, the limited vocabulary but also the misuse of cohesive devices. The unity between these sentences is achieved through the use of cohesive devices.

Cohesion is one criterion that is very important because it is the links that hold sentences together and give it meaning (Maryati and Suprapti, 2018: 29). Cohesion has a role in building up sentences in any given text. Cohesion is expressed through the stratal organization of language. Knowledge about cohesive devices is important to be mastered by students in composing a coherent paragraph. Having a good cohesion in writing products means that the sentences to the text be logical and smooth. Readers can understand the connections of ideas across sentences if the writing is cohesive. According to Halliday and Hasan (1976), cohesion is a concept referred to by the semantic relationship within a text and arises when the interpretation of an element in a discourse depends on another element. By using cohesion correctly the text will be easily understood by the readers.

Writing is one of the basic compulsory subjects besides Listening, Reading, and Speaking that students have to learn. However, as foreign language learners, students sometimes experienced difficulties in learning to write such as lack of motivation, spelling, grammatical and vocabulary mastery. This problem is experienced by foreign students such as students of English Department at the Universitas Peradaban.

Connected with the explanation above, the writer decides to conduct a research entitled “Analysis of Grammatical Cohesive Devices on The Students Writing Descriptive Text At Fourth Semester of English Education Study Program in The Academic Year 2019/2020”. This study aims to analyze the types of grammatical cohesive devices that appear in students’ writing which represent students’ understanding about the use of grammatical cohesive devices.

## **B. Research Question**

The research question of this study can be formulated as: How are the grammatical cohesion devices realized in the descriptive text of the students’ of the fourth semester of English Education Study Program of Peradaban University?

## **C. Definition of the Key Terms**

This is the explanation of the definition of the key terms used in this study:

### **a. Cohesion**

The concept of cohesion is a semantic one, it refers to the relation of meaning that exists within the text, and that defines it as a text. Halliday and Hasan (1976: 4).

b. Grammatical cohesion devices

Halliday and Hasan (1976: 6), stated grammatical cohesive as forms of cohesion realized through grammar. Grammatical cohesion includes reference, substitution, ellipsis, and conjunction.

c. Descriptive text

According to Gerot and Wignell (1994: 208), “descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound, etc”.

**D. Objective of the Study**

The objectives of the study is aimed to analyze a grammatical cohesion devices which are realized in descriptive texts written by the students' of the fourth semester of English Education Study Program of Peradaban University.

**E. Significances of the Study**

Hopefully, this study gives benefits to the readers as follow:

a. Theoretically

This study presents an overview of cohesion devices especially in grammatical cohesion used in descriptive text written by the students fourth semester of English Education Study Program of Peradaban

University. Thus, it can be an additional reference for further researchers, especially in the same field.

b. Practically

This study can improve the academic writing skills of the writer, particularly for the thesis. It can be an inspiration to the readers to improve their analysis of other types of text.

c. Pedagogically

This study can help the teacher to find out the problem encountered by their students in using grammatical cohesion devices. It can also be used to help students to strengthen their awareness about cohesion devices, especially in descriptive text. Furthermore, this research may be able to provide references if they want to conduct the research related to this study.

## **F. Organization of the Thesis**

This thesis is divided into five chapters. Chapter I presents the introduction. It contains the background of the study, the research questions, the definition of the keys terms, the objectives of the study, the significances of the study, and the organization of the thesis. Chapter II presents the review of related literature. It contains the theoretical study, previous studies, and theoretical framework. Chapter III presents the method of investigation. It contains the research design, the source of data, the technique of data collection, and the technique of data analysis. Chapter IV presents the findings and interpretation. Chapter V is the conclusion and suggestions.