

CHAPTER I

INTRODUCTION

This chapter provides a brief overview of the overall contents of this research. This chapter presents the background of the research, problem of the research, focus of the research, purpose of the research, significance of the research, assumption of the research, scope and limitation of the research, definition of terms.

1.1 Background of the Research

Cohesion is a feature that provides intact continuation by connecting clauses and sentences as the first criteria in writing a text (Coskun, 2011, p. 892). Because there are relationships between the sentences, organizing sentences in a text is not like stacking bricks one on top of the other. Thus, in writing a well-organized text, cohesion must be carefully considered. Furthermore, a cohesive devices is one in which each paragraph ties together, and cohesion is an important aspect of discourse analysis because it creates coherence; however, many students struggle with a lack of cohesive devices in a text (Indriani, 2012). Students are expected to be able to write a cohesive list that consists of several chapters on specific topics. Many students use cohesive devices incorrectly in their paragraphs, which distracts them from understanding their writing ideas (Amperawati, 2019). One simple example is when they use the phrase "on the other hand" to indicate additional information. It demonstrates that some students do not develop cohesive devices, resulting in texts that lack cohesion.

Long processes and numerous procedures are required (Jim A.P, 2010) claims that writing is a complex and challenging talent to acquire. Students should be encouraged to make sure that their content flows through a series of phrases when expressing concepts in writing. The sentences should be connected in order to make them more accessible since a good sentence or text is not decided by its length but rather by its connectivity and coherence. Additionally, it is difficult to write a paragraph that the reader can understand. Cohesion is necessary to draw links between what is being stated and what is intended to be conveyed in a text. Additionally, coherence is regarded as one of the key elements of writing ability and serves as a virtual assurance of writing quality. Therefore, Students must practice writing ever since they start school.

Senior high school students, particularly those in grade X of the IPS class, are required to read a variety of written texts. They include procedure text, report text, narrative text, recount text, and description text. Recount paragraph is chosen to be studied alongside a student writing sample. Therefore, students in senior high school who are learning English are required to be able to write fluently, as naturally as possible, with accurate grammar, coherent and authentic ideas, and a clear purpose. They must also be able to use some writing-related problem-solving techniques and retell past experiences, stories, or events in the past tense.

Recount text is one of the text types that is frequently used in writing. Recounting is a social activity in which we share a personal experience with another person (Siregar, 2021). Additionally, Halimatusyahdiah and Ginting (2022) state that recount text is one of some genres in which someone shared a past experience,

story or phenomenon with readers or listeners chronologically. In high school, students must learn a variety of text types, including recount texts. This is based on the KTSP (Kurikulum Tingkat Satuan Pendidikan) School-Based Curriculum that is mentioned in SK (Standar Kompetensi) Competence Standard and KD (Kompetensi Dasar) Basic Competence. Therefore, the writer decided to choose recount text as students' writing activity in this research.

Based on the experience of researcher when doing an internship in class X, it was found that students were able to create recount texts by paying attention to social functions, text structure, and linguistic features in context, but the problem was that in their recount text essays, they did not pay attention to cohesion devices, such as conjunction (and, but, so, and because) and reference (such, similar, similarly, likewise, different, other, else, differently) or including the use of cohesive devices for sequentially connecting paragraphs and sentences.

Andayani (2014: p.1) said that "the text should be consistent and coherent to obtain an excellent writing". Cohesion is necessary to draw links between what is being stated and what is intended to be conveyed in a text. Cohesion is a sequence of processes that link sentences to produce a complete meaning in a clear and organized manner. Cohesion is classified into two types: grammatical cohesion and lexical cohesion. Reference, substitution, ellipsis, and conjunction are the four processes of grammatical cohesion; reiteration and collocation are the two processes of lexical cohesion (Hasanah, 2017).

Based on research conducted by Kurnia (2021), analyze the types of cohesive devices that focus on the use of grammatical cohesion in the students' recount texts in the eighth-grade MTs. The difference between Kurnia's research

(2021) and this latest research is that researchers will analyze the use of cohesive devices by paying attention to the types of cohesive devices, namely grammatical and lexical cohesion. In addition, what makes this research different is the research subject.

In the second study conducted by Gailea et al., (2018) who identified the types of cohesive devices in the students' writing discussion, which covers two types of cohesive devices, i.e., grammatical and lexical cohesion in the twelfth grade of SMAN 1 Pandeglang, what makes this research different is the use of different texts and subjects. In addition, the researcher also wanted to know the causes of students' difficulties in using cohesive devices in the recount paragraph.

According to previous research with a title "Analyzing Cohesion Device Found in the Students' Writing of Recount Text". The researcher analyzed the types of grammatical cohesion used in the students' writing of recount text using qualitative analyses. The results show that the students are not competent in using cohesive devices in writing text especially in the use of ellipsis and substitution. This research has some similarities to investigate the cohesion devices used by students in their writing recount text, this research only investigates cohesiveness especially in terms of grammatical cohesion. This research data in the form of recount text and analyze with cohesive device theory relevant to recent research questions.

The second study analyzed Cohesive Devices in Students' Writing Discussion Text. The results show that respondents only use three types of cohesive devices in their writing: reference, conjunction, and lexical cohesion. Although reference is the most frequently used cohesive device, followed by causal

conjunction, this is still problematic because they mostly use inappropriate cohesive devices. As a result, their texts appear to be difficult to understand. This previous research has some similarities to identify the types of cohesive devices. The results of previous research are needed for current research because it can be used as a comparison and reference for the emergence of new issues in this latest research.

According to the previous research studies, students' awareness of the use of cohesive devices is still at a low average level. This phenomenon encourages researchers to investigate further how students' understanding of compiling recount paragraphs uses cohesive devices. The researcher chose the tenth-grade of MAN 02 Jember as the subject of this recent research. Therefore, the researcher conducted the study under the title **“An Analysis of Cohesive Devices on Students Writing Recount Paragraphs”**

1.2 Problem of the Research

From the background of the study above, the problems that arose and reasonable to be identified are:

1. What are the most common types of cohesive devices used by the tenth-grade students of MAN 02 Jember in writing recount paragraphs?
2. What are the difficulties of the tenth-grade students of MAN 02 Jember in using cohesive devices in writing recount paragraphs?
3. What are the causes of the difficulties of the tenth-grade students of MAN 02 Jember in using cohesive devices in writing recount paragraphs?

1.3 Focus of the Research

In accordance with the research background, the researcher wants to investigate types of cohesion devices used by students in writing recount paragraphs. Then, the researcher also wants to investigate the causes of students' difficulties using certain types of cohesion devices. In the analysis, the researcher wants to focus on types of cohesion devices, namely grammatical cohesion (reference, substitution, ellipsis, and conjunction) and lexical cohesion (reiteration and collocation). Researchers use the procedure of data collection using qualitative methods. The data to be used in this study was obtained from student worksheets and documentation.

1.4 Purpose of the Research

1. To find out the most common types of grammatical cohesion and lexical cohesion used in students' recount paragraph writing done by students in the tenth grade at MAN 2 Jember.
2. To find out the students' difficulties in using the types of grammatical and lexical cohesion in recount paragraph writing done by students in the tenth grade at MAN 2 Jember.
3. To find out the causes of students' difficulties using certain types of cohesion in their recount paragraphs written by students in the tenth grade at MAN 2 Jember.

1.5 Significance of the Research

1.5.1 For the Students

The students of MAN 02 Jember can teach students how to get ready for academic writing in the future and deepen their understanding of the importance of cohesiveness in essay writing. The findings of this study can also assist students in developing their ability to write cohesive recount writings.

1.5.2 For the teacher

Teaching cohesive devices in academic texts has a positive impact on students' writing. Therefore, this research is expected to be able to inspire teachers, particularly English teachers to make cohesive device learning on L2 learning prior knowledge activation to improve the accuracy of written language.

1.5.3 For other researchers

From this research, the researcher expects other researchers to use this research as a comparative study, and it can also be used as the basis for further research with other methods, with other problems, or by finding gaps in the results of this research.

1.6 Assumption of the Research

The assumptions in this study are as follows:

In this research, it is assumed that grade 10 students have poor writing skills and do not understand the types of cohesive devices i.e., grammatical and lexical cohesion, in compiling their recount paragraphs. It was derived from previous research findings. Types of errors in the use of cohesive devices experienced by grade 10 students include:

1. Students lack the ability to use cohesive devices in writing. Examples of a random student writing "My father, my mother, and I" as pronouns in the text and belonging to "reference" in grammatical cohesion In the third sentence, the correct pronoun is "we." Students do not use cohesive devices properly.
2. Students' writing skills are lacking due to a lack of writing and composing practice in teaching English. Students experience delays in expressing their thoughts or ideas through good and correct language, so they experience difficulties in writing.

This assumption is the primary assumption of this research.

1.7 Scope of the Research

The scope of the research is determined by how the researcher observes the types of grammatical cohesion and lexical cohesion used in writing students' recount paragraphs. Then, the researcher also analyzes the causes of certain types of cohesion devices that are used in writing student recount paragraphs. The researcher found that students had problems writing paragraphs between sentences, had poor vocabulary mastery and use of language skills, and lacked unity and coherence. The researcher only focused on students' problems in writing recount paragraphs because students experienced too many problems when writing a paragraph. In addition, researchers also limit research subjects. The data for this study were collected from tenth grade students at MAN 02 Jember.

1.8 Definition of Terms

1.8.1 Cohesive Devices

Cohesive devices refer to the devices used to connect sentences in a paragraph or an essay. Academic text cohesive devices, which are categorized as time order, sequence, addition, generalization, comparison and contrast, and cause and effect, serve the primary purpose of connecting linguistic characteristics such as sentences and paragraphs. Furthermore, cohesion is an important aspect of connecting phrases or paragraphs and making it easier for the reader to comprehend what the writer meant. Cohesive devices have two types : grammatical and lexical cohesion.

1.8.2 Paragraph

A paragraph is a collection of sentences used to develop a single idea. It signifies that only one topic is covered in a single paragraph. A paragraph can be one sentence long or ten sentences long. Although the length of the paragraph is not crucial, it must be sufficient to develop the key concept in detail. A good paragraph must include three main sentences: the topic sentence, a sentence that supports it, and a sentence that concludes it.

1.8.3 Student Writing

As the main means of academic communication and assessment, writing is a crucial skill for students to master. Several factors, including content, organization, clarity, coherence, grammar, and style, can be used to judge a student's writing. Another typical type of student writing is writing-to-learn activities, which are brief, informal writing assignments that aid students in thinking through important concepts or ideas that are essential to a course. In order to help

students develop their recount writing abilities, teachers frequently teach recount texts in schools as a component of the language arts curriculum. Recounts can be used to create connections across disciplines, for example, by writing a historical recount on a subject studied in social studies or a procedural recount on a science experiment finished.

