

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of language skills which must be mastered by English learner. By writing people can communicate, express their thoughts or idea both inside and outside of their selves. Writing is one of productive language skill in which the writer uses symbols to communicate. According to Tan (2009:1), “Writing includes a complex activity because it represents meaning and content that can be communicated to other people”. Through writing, the learner can transfer information to others. It makes develop their idea into a discourse and makes the reader interest when read their writing. In other word, writing can be said as a media to communicate between the writer and reader.

However, writing skill is the last sequence in the process learning of the language after listening, speaking, and reading skill. It always formed a part of the syllabus in teaching English. Therefore, teaching writing skill is needed in order to improve students’ skill in writing, especially students at university. Tribble 1997 in Marwadi (2001:1) says writing is a fundamental skill beside four skills in teaching and learning English. It may not be mastered through theory, but it can be implemented through practices in order to produce well-structured. The clarity of organization of the writing depends on main idea, and good arrangement structure. Good arrangement in writing skill has some characteristics such as unity, coherence, and complete development which coherence is as crucial (Almaden, 2006:127).

Some learners often desire to write, but they cannot do it in a good arrangement in written form. In order to produce a good sentence structure and well arrangement in a written, the students have to produce a text that must flow through a sequence of sentences. Every sentence needs to be stuck together to one another to enable readers comprehend the meaning, to bind the elements of a text together and know what is being referred to and how the phrases and sentences relate to each other, the use of cohesion is demanded.

According to Alarcon and Morales (2011) cohesion refers to the linguistic features which helps make a sequence of sentences a text properly. The mastery of cohesive devices is an important tool for making a good essay. In writing an essay the students have to consider the use of cohesion devices which are suitable to connect information between previous sentences to the next sentence. This is supported by Ruqaiya and Hassan (1976) cohesion is in the level of semantic, which used to hold of meaning that exist within a text, and give it meaning. It shows that the use of cohesion is proposed because it is important to form a unified discourse. However, the function of cohesive devices links the sentence and paragraph together smoothly, so that they are no break idea between sentences. It means the function is to make connections between what it currently said is and what to be said previously in a text. An appropriate use of cohesive devices will have result in a good arrangement and coherent sentences. On the other hand, an erroneous of using cohesive devices make the readers misunderstand the points of a text and they are difficult to convey what are in the text and find or create main topic or idea in discourses.

In fact, these problems so commonly occur to the students in college, for example when they make an essay as assignment given by the lecture in writing class. They still face difficulty in using cohesive devices such as they face problem about the use of grammatical cohesion and do not properly to use cohesive devices in their essay. Beside, most of students usually use transitional links in their writing without really create a coherent piece. It means they are difficult to contact on sentence to another with word or phrase in a text. Although the students had 6 years of intensive English instruction at secondary –school level. This problem needs to be considered seriously, because it will be bad habit for students when they make essay later on if there is no more attention early. Sanal (2007: 597) says that the most they repeat their habitual errors, the most difficult for them to avoid those errors and replace them with normal English patterns.

According to the cases above, it obtains information that most of students at university, cannot write the essay properly based on the use aspect of cohesion in their writing essay. Enkvist (1990) says that considered the achievement of cohesion in writing as indefinable, obstruct and controversial which is difficult to teach and difficult to learn. The concept of cohesion cannot be separated from the concept of the text, because cohesion is an element in forming texts. Therefore, the researcher wants to know how well the conception of A class of Third semester students of University of Muhammadiyah Gresik (UMG) about cohesion, what type of cohesive devices in their essays and what the causes of students in using cohesive devices. The researcher chooses third semester students because cohesion is teaching there and those students have to write a basic essay

for the first times in the semester. Hence, it means they know theory about cohesion and they are expected to be able to apply it correctly in their essay.

Based on those explanations above, the researcher intends to conduct a research entitled “An analysis of Cohesive Devices used by students in English Writing Essay of The Third Semester Students of English Department at University of Muhammadiyah Gresik in the academic year of 2015/2016”.

Furthermore, the writer wants to conduct this research by descriptive qualitative research. This research is one way to see what types are cohesive devices used by students.

1.2 Problem Statement

Based on the explanations above, the writer states the problems of the study as follows:

1. What types of cohesive devices are made by the third semester students of English department of UMG in their essay?
2. What are the causes of students in using cohesive devices in their essay?

1.3 The objective of the study

1. Describing and finding out the types of cohesive devices made by the third semester students of English department of UMG in their essay.
2. Describing about the causes of students in using cohesive devices in their essay.

1.4 Significance of the study

The writer hopes that this study can give advantages to the following parties:

1. Theoretical benefit

The result of this study is expected to be input in teaching learning process, especially for teaching writing subject.

2. Practical benefit

- a. This research shows them some cohesive devices they made .It will be good for student who wants to improve their perception on cohesive devices and be able to apply it appropriately in their essay.
- b. This research shows a students' problem toward cohesive devices, therefore lectures can help the students in using cohesive devices appropriately, so that they are able to apply it appropriately in their essay.
- c. Understanding about cohesive devices and the way is to make a good arrangement in writing.

1.5 Scope and Limitation

In order to make this study more specific, the researcher determines the scope and limitation which focus on the third semester students' essay at the University of Muhammadiyah Gresik in academic year 2015/2016 and kinds of essay is comparative essay. In this research the researcher just focuses on an analyzing of cohesive devices used by students in writing English essay and the causes of students in using cohesive devices.

The researcher makes the scope and limitation because of the limited time and the limited knowledge researcher has. The analysis is in writing subject which essay is going to be held in the third semester.

1.6 Definition of key term

In order to clarify what variables are involving in the study some definition are put forwards:

1. Writing

Writing is an activity in expressing idea or thought in a piece of paper. In order to produce good writing, students have to use an appropriate word and structure. So, in this case the lecturer gives a task to the students to write about comparative and contrast essay.

2. Essay

Essay is kind of writing project of students in the English Department.

Essay consists of some paragraphs. Each paragraph consists of introductory paragraph with a thesis statement, some paragraphs, and concluding paragraph.

3. Cohesion

Cohesion is one of linguistic features which help the students to make a sequence sentence of the text. It is important to contact meaning among the text and it also important for the writer in creating a text in order that can be easily comprehended.