

CHAPTER I

INTRODUCTION

1.1 Background of Research

Language is a set of symbols used by individuals in a social community to communicate through a variety of methods, such as speech, hand signals, or writing (Weimann & Am, 2020). The role of language includes communication, asserting identity, interacting, depicting imagination, and expressing feelings. Language enables humans to interact with others from various parts of the world and facilitates the exchange of information. In some countries such as America and Australia, English is the primary language, while in countries like Germany, Italy, and Indonesia, English is designated as the second language for communication. As an international language, English plays a crucial role in facilitating communication among individuals from different countries.

In education, English language skills play a significant role. In today's globalized world, English language skills are key to accessing opportunities and broadening students' perspectives. Not only does English provide opportunities to utilize international educational resources, but it also prepares students to integrate into an evolving global community. With adequate English proficiency, students can more seamlessly adapt and succeed in a variety of diverse academic and professional contexts. Therefore, educational institutions should put more focus on English language teaching, so that students have skills that are reliable and suited to the demands of a dynamic future. It is essential for students to develop

not only insights but also skills, as they navigate the complexities of the contemporary world. With the knowledge and skills acquired, students will be better equipped to face challenges and grow in various aspects of life, positively impacting their communities and individual development.

According to (Khotimah et al., 2021) Education is all the actions of an educator that have the potential to influence a student's innate traits. An educator plays a role in fostering students' character through modeling their behavior, how they communicate, how they present materials, their tolerant attitude, and various other related aspects. In addition, educators also have a role in developing students' skills, which are often developed through practice and real-world activities. Through experimentation, participation in extracurricular activities, and interaction with the surrounding environment, students can develop skills that match real-world needs. That is, while knowledge is gained through learning, skills are acquired through direct action and experience. In a more comprehensive educational context, language learning, especially English language acquisition, is a crucial example where students need to hone four essential skills to achieve expertise. Moreover, as part of the broader educational landscape, language learning, particularly English language acquisition, is a prime example where students must master four essential skills to achieve proficiency (Suryanto & Sari, 2021). Based on Permendiknas RI No. 22 of 2006 and also stated by (Ali, 2022) the 4 skills are reading, writing, listening, and speaking. These four skills are very important to master in language learning because it is through these four sets of skills that learners achieve language learning goals, namely mastery of fluent sounds, spelling features, vocabulary, grammar, and language discourse, so that

they can be used to communicate effectively (Newton & Nation, 2021).

Writing in English is a language skill that is essential to teach and master. Writing skills are not only related to language skills, but also support a person's cognitive growth by allowing them to convey their ideas in a structured and logical manner (Hardianty et al., 2023). In line with that, according to (Fadhilla et al., 2023). The creative process a person has to express himself through written words, thoughts, ideas is called writing. Writing has relevance because it is often used in the world of work and in higher education institutions. In line with that, according to (Krismonica et al., 2021) writing plays a crucial role in the life of today's society. In the dynamics of contemporary society, writing activities have a striking and essential effect, making writing skills not only a practical ability, but also have a profound impact in all aspects of modern life, including in terms of communication, education, profession, and social evolution.

The writing process requires two main skills and several elements that must be present in writing. The first main skill is the skill of formulating and organizing ideas. The second skill is the skill of organizing sentences properly and correctly. To support and realize the two main skills, some elements in writing are needed. In writing activities, writers need to pay attention to five main components; namely content, structure, vocabulary, language selection, and grammar (Brown, 2001). Content in writing describes the way we flow ideas and thoughts that come to mind through a well-organized form of writing, making it easier for readers to understand the core message to be conveyed. Organization is the key to presenting ideas clearly, orderly and coherently. In effective writing, the vocabulary used should be broad and able to convey information precisely.

Furthermore, the application of grammar rules or sentence structure contributes to the effectiveness of communication. Finally, the mechanics aspect emphasizes the writer's ability to follow standards, avoid spelling mistakes, and utilize punctuation appropriately.

To make good and correct writing, the content must be clear in its purpose and direction on a topic, then the content in the writing must be systematic, organized, and sequential by considering grammar, vocabulary, and mechanics. Muhammad Shahid Farooq, Muhammad Uzair-Ul-Hassan, S. Wahid (Farooq, 2020) find underscored the pervasive challenges students encounter in mastering the English language. These difficulties stem from various factors, including inadequate vocabulary, deficient spelling abilities, interference from their native language (L1), and a limited grasp of grammatical structures. Despite concerted efforts in learning, English remains notably formidable, particularly among junior high school students. The study's results illuminate the multifaceted nature of these obstacles, shedding light on areas requiring targeted intervention and support to enhance students' proficiency in English writing.

A paragraph is a series of sentences that are related and form a unit or unity of thought in a text. Each paragraph usually contains one main idea or subject matter conveyed in a topic sentence, as well as explanatory or supporting sentences that develop the idea. According to (Refnita, 2020), a paragraph is a collection of sentences relating to developing or expressing one idea or one main idea. Each other's goals paragraphs are to express ideas explicitly and effectively to the reader. There are many types of paragraphs, one of which is the narrative paragraph. A narrative paragraph is a paragraph that tells a story, either fiction

orv factual, with significant meaning (Refnita & Jasmin, 2022). Narrative is often used in news writing, journals, scientific books and literary works such as novels. Narrative is writing that tells or describes an event with the aim of making the reader see, feel and experience the event.

Coherence is one part of meaning those that focus on parts of speech or that describe how implied propositions can occur, interpreted and concluded (Latifah & Triyono, 2020). Coherence is indispensable for managing relationships mind from one part to another else in paragraphs. Elemental existence actual coherence is not only in text units, but also in text units the ability of readers or listeners to connect meaning and interpret a form of discourse which he received. (Halliday & Rugaiya, 1976) says that cohesion is a relationship related to elements grammatical and lexical in a discourse that is useful for interpretation the meaning of the text.

The concept of cohesion basically refers to the relationship between sentences that creates a complete discourse of combination of forms. In other word, cohesion is included in the internal aspects of discourse structure. In relation to this, (Halliday & Hasan, 2014) The study of cohesion has attracted much attention among scholars in the field of texts language analysis and teaching. In recent years, most research has focused on the relationship between cohesion and coherence. Therefore, the organization and structural organization and structure also concentrate and syntactic-grammatical in nature. In contrast to cohesion, the coherence aspect structurally forms a semantic bond. In a coherent concept, the reader brings a variety of knowledge. This knowledge is then related to be continuous with linguistic knowledge, and then linked to texts. From this

relationship, meanings and utterances are created that are neatly related.

Aspects of cohesion and coherence are closely related to essay writing skills. In this study more focuses on narrative text. Narrative text is an essay it requires the writer to be able to describe and explain an event based on time sequence to increase the knowledge of the reader. Writing a narrative text is a fairly difficult writing activity, because the writer must understand the concept of writing with the aim of providing information about an event (Djuharie & Suherli, 2001).

According to (Wahyuni & Syamsudin, 2021) in his research on the form of coherence in scientific articles, he found forms of cohesion and coherence in all arrangements of lingual units, both in terms of form and meaning. The form of cohesion in scientific articles created by students leads to a form connection between elements of discourse or a relationship between sentences both grammatical and lexical in nature, which shows a relationship or similarity in terms of language form. Furthermore, the form of coherence found in scientific articles is the harmony of relationships between sentences in discourse, including the same reciprocal linkages between elements in sentences (Keraf in Mulyana, 2005:30).

Most English learners are confused and find it difficult and challenging to utilize cohesion and coherence in a paragraph. When students write in English, they face many difficulties, both in grammar, tenses, and the basic problem that is often faced is confusion in expressing the ideas they have in a paragraph. This means that they are confused about making a paragraph coherently and cohesively. The difficulty of maintaining cohesion and coherence components is also faced by class IX MTs Hasanuddin Klungkung.

Based on observations, in class IX MTs Hasanuddin Klungkung, according to the syllabus this semester, MTs Hasanuddin Klungkung received lessons on writing narrative paragraphs, in this case many students had difficulty applying cohesion and coherence in their writing, especially when writing narrative paragraphs. In the world of education in Indonesia, especially the study of the coherence of texts written by students is still rarely discussed. Based on these problems, researchers will conduct this research to analyze the coherence of narrative paragraph writing applied by class IX MTs Hasanudin Klungkung 2023/2024. This research will be conducted to explore and explain the coherence of paragraphs created by students.

A number of researchers have conducted research related to the coherence of English texts, one of which is among engineering students class of 2017 at PGRI Banyuwangi University using the theory of (Halliday & Rugaiya, 1976). it was stated that the student essays discussed in his research totaled 18 narrative essays. It can be seen that the markers of cohesion that are often used by engineering students from the class of 2017 at PGRI Banyuwangi University in writing narrative essays are anaphoric endophoric references, cataphoric endophoric references, synonyms, conjunctions, repetitions, substitutions and ellipsis. Meanwhile, the coherence relationship markers that students often use are the method relationship markers, explanation relationships, sequence relationships, identification relationships, background-conclusion, and reason-cause relationships.

This research and previous research have differences in subjects, objects and variables. This research discusses coherent analysis in writing narrative texts

for class IX MTs students who speak English, while previous research discusses the cohesion and coherence of paragraphs in the narrative essays of engineering students class of 2017 at PGRI Banyuwangi University in Indonesian. From this, it can be seen that there is a gap in differences regarding methods of selecting, organizing and sorting ideas in English and Indonesian. This also has an impact on how text coherence is formed. Several researchers have conducted research related to the coherence of English texts by Indonesian students.

Based on these problems, the study of coherence or paragraph organization in Indonesian writing is still a significant issue. The main focus of research is to understand the differences as well as the proper way of coherence between paragraphs in Indonesian and English. In addition, there is not much research that examines how students can organize paragraphs with good coherence. Therefore, this second aspect will be the central point in this study. The researcher plans to examine the topic entitled “Coherence and Cohesion: An Analysis Of the Students’ Narrative Paragraphs Written By the Ninth-Grade Students Of MTs. Hasanudin Klungkung Avademic Year 2023/2024”. The research location was chosen in Klungkung, based on the ranking of the best schools in Bali according to Kemdikbud data. Klungkung is rated lower than Gianyar, Denpasar, Badung, and Singaraja. MTs. Hasanudin was chosen because it is the only junior high school in Klungkung with good accreditation. Therefore, this study aims to identify the extent of coherence of students' narrative paragraphs and to achieve the research objectives, the researcher will explain the types of cohesion tools that play a role in the formation of coherence.

1.2 Problem Identification

This problem determination section will discuss in detail the issue that is the focus of the research. With a deep understanding of the issue, it is hoped that relevant solutions can be found. Apart from that, the practical consequences that arise from solving this problem will also be explained, which will make a significant contribution to the application of this research in real life. By understanding the root of the problem, we can pave the way to meaningful improvement and innovation.

According to (Dalman, 2014) writing is an activity communicate in the form of conveying messages (information) in an written to another party by using written language as a tool or the medium. According to (Tarigan, 2008:3) explained that writing is a language skill that is used to communicate in the absence of face to face face to face with other parties. From the explanation above it can be concluded that writing is an indirect communication activity carried out to convey certain intentions in the form of writing as the medium..Basically the purpose of writing is as an instrument of communication in written form. Each type of writing certainly has a purpose. However, writing skills are currently know. The problem that occurs is that there are still many students who do not understand that they are mistaken in the use of cohesion and coherence in writing narrative texts. There are many factors that cause this, including students who don't even understand how to compose narrative text, lack of understanding regarding coherence and cohesion and teachers who teach have not fully mastered the material so that when teaching it is difficult for students to understand.

1.3 Research Question

The research question formulated by relating to the background of the study, as follows:

1. How is the coherence in the narrative text of ninth grade student of MTs. Hasanudin Klungkung?
2. What types of cohesion are used by ninth grade students of MTs. Hasanudin Klungkung in their narrative paragraph?

1.4 Purpose of the Research

Based on the research problems above, the purposes of the study are:

1. To assess the students' competence in producing coherence in thier narrative paragraphs writing, and
2. To identify the types of cohesion used by ninth-grade students at MTs. Hasanudin Klungkung in their narrative paragraphs.

1.5 Scope of Study

The scope of this study focuses on analyzing students' narrative paragraph results regarding how coherence is in narrative paragraphs. The subject of this research will be limited to only one class and written by ninth-grade students from MTs. Hasanudin Klungkung.

1.6 Significances of the Study

This significance of this study contained how this study would contribute

the theoretical and practical aspects as it is presented in the section above.

1.6.1 Theoretical Significances

The results of this study are expected to contribute to deep theory designing learning to write English narrative texts for junior high school students by using the correct structure and can improve students' writing skills. This contributes to the theory of English learning activities classes, especially the writing ability of junior high school students using the correct structuring method. The results of this study can be used as a reference for others researchers who are interested in conducting research related to learning English in junior high school students to improve writing skills. According to (Kristiantari, 2004) states that clear goals will guide and shape someone in their efforts to make good writing. Thus, practicing writing is something that must be done through making a free essay or it can be based on a certain theme or topic (Finoza, 2004) to making a scientific text.

1.6.2 Practical Significances

The result of this study can provide practical contributions for researchers, students, teachers and other researchers.

1.6.2.1 For the Teachers

The results of this study are expected to contribute to teachers and prospective teachers in instilling writing habits in their students by using narrative texts as learning media. In addition, learning strategies become more effective by using narrative texts as learning media, teachers can use a more structured approach in teaching writing skills to students. This helps improve learning effectiveness as well as students' writing skills.

1.6.2.2 For the Students

The results of this study are expected to contribute to students' understanding of the integration of meaning in each paragraph using narrative text as a learning medium. In addition, students will understand the coherence elements contained in narrative texts, such as repetition, pronouns, and addition elements. This research is expected to develop students' understanding in making coherent and meaningful paragraph texts through making narrative texts.

1.6.2.3 For The Society

The practical significances for society in maintaining coherence in information presentation lie in fostering clear communication and understanding. When information is organized coherently, it facilitates more effective knowledge transfer, enhances decision-making processes, and ensures that valuable insights are accessible to a wider audience, ultimately contributing to the overall knowledge advancement and societal progress.

1.6.2.4 For Future Research

From this study other researchers can find out how to learn to write narrative texts with the right cohesive and coherent structures junior high school students to improve writing skills so that it can be used as a reference for further research.