

# CHAPTER I

## INTRODUCTION

### 1.1 RESEARCH BACKGROUND

Sekolah et al., (2020), Language is used by people or humans to communicate with others. Language can be used for humans to communicate with others from different and various places in the world and makes it easier to get information, English is the first language in several countries such as America and Australia. In contrast, countries such as Germany, Italy, and Indonesia stipulate that English is the second language used for communication. As an international language, English can help people from various countries to communicate with each other.

In the world of Education, students are taught to have both knowledge and skills. Both can be obtained through experience or education. Knowledge is concerned with the acquisition of subject content, whereas skill is the ability to do something. In this sense, everyone can build skills through experience, learning, and intense training. According to Permendiknas RI No. 22 (2006), in the field of English language teaching, learning means learning to master the four language skills, namely: listening, writing, speaking, and reading.

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. According to Nurgiyantoro (2009), there are several elements in writing, namely idea, sentence, form, grammar, style, and mechanics. 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.

Writing in English is a language skill that is very important to learn and master. Writing is an important language skill because it means learning, discovering, developing, and improving language skills (Windi Astuti et al., 2020) Writing is important because it is commonly used in the workplace and higher education.

Ramelan (1992), states that writing plays a very important role in modern society. The implication is that writing is not just a basic skill but holds substantial importance in the context of modern societal dynamics. Ramelan, likely suggests that writing serves as a crucial tool for communication, expression, documentation, and perhaps even societal progress. This assertion underscores the idea that, in a modern context, the ability to write effectively is not merely a personal skill but an essential component for individual and collective success within a society that heavily relies on written communication and information exchange. Macarthur (2007), remarked that writing is the best and most powerful way to convey knowledge, ideas, and information. Writing is a process that requires a writer to interpret, evaluate information, and arrange the information in a logical, coherent,

and appropriate arrangement. Writing is done to transfer information, ideas, thoughts, and ideas to the reader in the form of written words and unify information systematically and sequentially. The result of the writing is called text which is in the form of a written record.

Fachrurrazy (1990), states that writing is divided into four types, namely narrative, description or descriptive, exposition, and recount. The four types of writing are further divided into several stages, namely paragraphs, essays, reports, and thesis. A descriptive paragraph is important to know by the students. According to Nursito (1999), description paragraphs are paragraphs that describe objects by actual conditions so that readers can see, hear, feel, or smell the object depicted. Writing a description paragraph is not just about expressing good ideas; however, as stated earlier composing a description paragraph and other types of writing requires two skills in combining sentences and ideas to produce a unity of the paragraph.

According to Halliday & Hasan (1976), coherence can be described as the unity of the text where the sentences and paragraphs in the text are interconnected to produce unity and understanding in meaning that can be understood by the reader. Coherence, in this context, refers to the quality of a text where the sentences and paragraphs are interconnected in a way that creates a sense of unity and facilitates understanding. Essentially, when a text is coherent, the different parts of it are logically connected, contributing to a cohesive and meaningful whole. This interconnectedness is important for ensuring that the reader can follow the flow of ideas and comprehend the intended meaning of the text.

The unity of the text can occur if there is the use of cohesion tools that unite ideas or ideas from one sentence to another or from one paragraph to another. In the process of construction and unity of a text, cohesion becomes the main source of linguistic systems. The use of cohesion makes and helps sentences for connecting. According to, "Cohesion is the potential for linking one element in a text to another, wherever those elements are located and without the implication that everything in the text has a part in it". Furthermore, Halliday & Hasan (1976), divide cohesion into two types, which are grammatical and lexical cohesion. Grammatical cohesion is used in writing and can take the form of reference, substitution, ellipsis, and conjunction. While lexical cohesion is obtained through relationships between words and can take the form of reiteration, synonyms, antonyms, hyponyms, and collocation.

Among the four basic skills in English learning, EFL students in Indonesia found that writing skills are one of the most difficult skills because of the different ways they write in Indonesian and English. According to Kumala et al., (2018), In the process of producing and writing words, sentences, and paragraphs, a writer is required to know and have a broad vocabulary and knowledge. After observing at school and obtaining data from an English teacher, there were still many students who had difficulty when creating texts in which the main idea and the explanation sentence matched with each other, and the meaning of the text could not be conveyed well. There are still many students who make sentences one and another sentence that are not appropriate and unclear about the cohesiveness of the text. A

good and true text consists of several ideas that are cohesive and inseparable from each other to produce a clear meaning.

The categorical differences between English and Indonesian texts (Arsyad Arrafii, 2020), create a gap and, therefore, become a particular problem for Indonesian learners in learning to write. In this case, there are differences in the way ideas are selected, organized, and sequenced in English and Indonesian. This, of course, also affects how the coherence of the text is established.

Some experts have conducted research on cohesion and coherence in English writing. Sari (2017) conducted research that aims to find out the types of cohesion and coherence that exist in the writing of recount texts of tenth-grade students of SMA Negeri 3 Surakarta. She collected her data through documentation and found that the student's writing was mostly low or incoherent because of poor relations among ideas. Besides, Leli, (2020) in her study to investigate coherence and cohesion in the students' academic writing at the 3rd year students at the English education program, showed that a certain number of students still found it difficult to organize ideas cohesively and coherently. In specifics, 59% of students considered the need to improve their understanding of coherence and cohesion. The percentage can be proven and explained that students are less able to write ideas fluently and grammatically correct. Then, Mohseni (2019), did research that aimed to identify Iranian intermediate EFL learners' problems in cohesion and coherence of writing performance as well as the extent to which they utilized cohesion and coherence in their writing, showed the results of the study revealed that lack of

cohesion and coherence in the participants' essays and their writing performance in terms of these two variables was not acceptable.

There has been much research conducted on cohesion since the tools to create cohesion are easy to observe and a few on coherence, especially in Indonesia. Thus, this study was conducted to analyze coherence in Indonesian settings. In addition, since cohesion is a very important aspect of creating coherence, then the analysis was conducted both on coherence as well cohesion.

In Indonesia, studies of text coherence are still an important topic of discussion. The difference between the coherence of Indonesian and English paragraphs is a serious matter that needs to be studied. Furthermore, in the world of education, especially studies of coherence in texts written by students and students are also still rarely discussed.

About the above statements, the researcher conducted this research to analyze the coherence in descriptive paragraph writing applied by the seventh-grade students of SMP N 1 Semarapura Year 2023/2024. This research was conducted to explore and explain the coherence of paragraphs made by students. The researcher chose Klungkung City as the research site because based on the ranking of the best schools in Bali according to the Kemdikbud, Klungkung is in a lower position than schools in Gianyar, Badung, Denpasar, Singaraja, and Karangasem. SMP N 1 Semarapura was chosen because the school is a favorite junior high school in Klungkung with high academic scores, and based on the syllabus used by one of the teachers there the researcher chose description paragraphs as the object and grade seven as the research subject, because one of the materials contained in the

syllabus is about things around us so the teacher asked students to write description paragraphs about things around us.

## **1.2 RESEARCH PROBLEM IDENTIFICATION**

In junior high school education, English learning is not just a study of vocabulary, tense, or grammar, but students are given more material about English. In elementary school, students are taught about vocabulary, parts of speech, and others. When they are in junior high school, students are taught about dialogue in English, writing a sentence or paragraph, and listening to speech in English. Al Kayed et al., (2020), said that most EFL students have difficulties and problems when they do the writing process. The main problem faced is the difficulty in elaborating the topic sentence or main idea in a paragraph. Many junior high school students are mistaken in the elaboration of the main idea. The cohesiveness of an idea in writing paragraphs is closely related to coherence, where coherence is needed in the cohesiveness of a paragraph. Meaning can be formed or obtained from a unified paragraph, so coherence is needed for unified paragraphs. Coherence is closely related to cohesion. Cohesion is one of the important things in writing and forming meaning in a paragraph. In English language education, coherence is still hard to understand for students.

### 1.3 RESEARCH QUESTIONS

Based on the research background mentioned previously, the problem of this research can be formulated as follows:

1. How is the coherence in the descriptive paragraph of seventh-grade students of SMP N 1 SEMARAPURA?
2. What types of cohesion are used by seventh-grade students of SMP N 1 SEMARAPURA?

### 1.4 RESEARCH OBJECTIVES

The objective of this research is to analyze:

1. The coherence in the descriptive paragraph of seventh-grade students of SMP N 1 SEMARAPURA.
2. The types of cohesion used by seventh-grade students of SMP N 1 SEMARAPURA

### 1.5 RESEARCH SCOPE

To be more specific, the scope of this research focused on analyzing the coherence and types of cohesion that are found in students writing descriptive paragraphs made by seventh-grade students. The subject of this research is limited to only one class and is written by seventh-grade students from SMP N 1 Semarang.



## **1.6 RESEARCH SIGNIFICANCES**

### **1.6.1 Theoretical Significance**

The results of this research are expected to be used as a reference or benchmark in further research and can be considered further to improve the quality of education and enhance the quality of learning, especially in the learning descriptive paragraph.

### **1.6.2 Practical Significance**

#### **1.6.2.1 For the Teachers**

The results of this study are expected to help teachers know more about the mistakes made by students when writing descriptive paragraphs. this research can also be used as a reference by teachers in analyzing descriptive paragraphs and providing correct knowledge about coherence to the students.

#### **1.6.2.2 For the Students**

This research provides benefits for students to increase students knowledge about descriptive and coherence. As well as being a reference for students in making paragraphs.

#### **1.6.2.3 For the Society**

This research is expected to help all people who need the science of writing paragraphs. With this research, people such as parents can know the level of understanding of their children as long as they are taught at school. Other Klungkung societies can use the results of this study as a reference in various ways,

such as being a reference for writing a paragraph or a reference regarding the level of understanding of students in writing paragraphs.

#### **1.6.2.4 For the Future Research**

This research is expected to provide information and references for other researchers who are interested in conducting similar research. Research on coherence has previously been carried out by many other researchers, but to be specific this research has several differences both in the method of analyzing data and from the subject in this study. The results of this study can be used as the first reference if other researchers want to recognize coherence in the Klungkung area with different subjects because there are still many schools in Klungkung that are rarely used as research subjects. Thus, this study is expected to help other researchers get detailed information about coherence in their research in the future.

