

CHAPTER I

INTRODUCTION

1.1 Research Background

According to Gie (1992, p. 17) writing is the entire process carried out by someone to express ideas and convey them to readers through written language so that they can understand them. Writing in English is a linguistic skill that has to be taught and mastered. Writing skills let people express their thoughts in a structured and logical way, which promotes cognitive development in addition to linguistic proficiency (Hardianty et al., 2023).

One of the four fundamental skill that all people need to have is writing. Writing can be a useful for conveying ideas, thoughts, and feelings in addition to direct speech such written communication include notes and letters. According to Prilasanti (2014) writing is a process of delivering ideas. Additionally, Phelps (2014) clarifies that writing is the process of the author processing, interpreting, and assessing information and organizing it logically, coherently, and well-responded to. Therefore, a written work has a specific goal or meaning. The reader can comprehend the goal or message of a given communication if the Writing is clear, logical, and easy to understand.

Writing requires two main skills, namely the skill of composing good and correct sentences and the skill of formulating and arranging ideas. The skill of constructing good and correct sentences is the basis of writing. The skill of

constructing good and correct sentences is the basis of effective written communication skills. This includes an understanding of grammar, sentence structure, appropriate word usage, and correct spelling. This skill helps writers to convey messages clearly and easily understood by readers. Meanwhile, the skill of formulating and compiling ideas is a skill that involves the process of thinking, planning and organizing ideas in writing, as well as the ability to develop ideas creatively and assemble them into a coherence narrative or argument. With this ability, writers can create content that is relevant, interesting and informative.

In relation to formulating and arranging ideas, an issue that needs special attention is the attachment of ideas which refers to the consistent and logical relationship between ideas in a piece of writing. When ideas in writing is bound, the message can be conveyed and understood well. The connection of ideas in a piece of writing is very important to form a strong unity of meaning. Without a good connection between the ideas conveyed, the writing will be difficult for readers to understand.

Each sentence develops logically and supports the main idea of the paragraph showing the organization of the written work. Paragraphs must always have sentences that are close and coherence with the previous or following sentences. According to Radan Martinec (2019), language consists of two points of view, which are meaning and language form. Chin & Huh (2019) said that in a sentence there are two types of sentence attachment. The first is the attachment of meaning between one sentence and another sentence called coherence, and the second attachment is the attachment or degree of form between sentences called

cohesion. Coherence and cohesion are closely related, in fact for coherence to occur, there needs to be cohesion (Rushan, 2021; Reinhart, 1980). Coherence and cohesion are two important elements that form the relationship between ideas and sentences.

Coherence is defined as the harmony of concepts in text and the logic of ideas in discourse. Orderliness, neatness regarding the meaning or content of sentences in discourse is known as coherence within the context of the discourse (Tarigan, 2009, p. 29). Coherence terms make it easier to read and understand because they help us understand the coherence or consistency between its components. This principle requires logical thinking, proper organization, and the right use of words. Well-organized ideas make it easy for readers to understand them. Coherence is an important theory in language and logic that allows concepts to be understood simply and clearly. These are basic properties of language that can be applied to produce meaningful discourse.

Cohesion in paragraph writing refers to how the sentences in a paragraph connect to each other smoothly and logically, creating a clear flow that is easy for readers to understand. Cohesion helps readers follow the author's ideas without confusion, making the text more effective and enjoyable to read. Cohesion markers as markers of form relationships are divided into two large groups, namely grammatical cohesion and lexical cohesion (Tarigan, 2009). According to Brown (2021, p. 316) which emphasizes that there is a relationship between paragraphs and the integration between units in the text. Therefore, coherence and cohesion are important discursive components for producing good written work.

For some students, writing cohesive and coherence texts is not easy. Students often produce incoherence writing. It was found that students face obstacles in producing good writing because of the students using cohesive devices that are not appropriate. They also have difficulty when organizing their ideas. Apart from that, we also know that there are rhetorical differences between English and Indonesian texts which is a particular problem for Indonesian students in learning to write (Safnil, 2003; Adnan, 2009; Arsyad, 2020). In this case, there are differences regarding sentence structure and language style, choice of diplomatic words and expressions, how ideas are selected, arranged and sequenced in English and Indonesian. This of course also influences how the coherence of the text is formed.

A number of researchers have conducted research related to coherence in English texts by Indonesian learners. Purwono (2018) conducted a study of cohesion and coherence in the paragraph writing of grade XI students at SMA Negeri 3 Purworejo by describing markers of cohesion between sentences and the meaning of coherence in students' essays. The results of this research found that most of the students' writing was low in terms of using clear and objective language and could be said to be incoherent due to poor relations among ideas.

Beside, Telaumbanua, Ritonga, Tarigan and Hutabarat (2019) which examines the coherence and cohesion in the paragraphs of grade XI students at SMA YPN Marisi Medan. It was found that around 30 students' explanatory texts used grammatical cohesion markers, namely references, substitutions and conjunctions, but only a few students used lexical cohesion markers, namely repetition and synonyms. In

addition, researchers found that many students were unable to write paragraphs well because they lacked an understanding of good writing techniques which are shown in the results of their writing. Students use the wrong cohesive device due to difficulty organizing their ideas.

Then, Putra, Samudra and Susanti (2022) utilized descriptive qualitative methods to analyze the impact of cohesion and coherence on students' narrative text writing in SMAN 4 Praya. The research results show that students do not use generic narrative structures coherently and their paragraph writing level is still low. There are still many sentences that are not arranged together, so they are less able to form good text.

From the previous research above, it can be concluded that the level of students' understanding of the use of cohesion and coherence is still at a low average level and teachers must be competent in distributing students' writing. It can be assumed that there is a need for research on this topic. The first thing that needs to be studied is what or how the coherence and cohesion differs between Indonesian and English texts. Second, there are not many studies that have been carried out regarding how text coherence is formed by students, especially at the high school level, is still rarely conducted. From both regarding here, the second thing will be the focus research.

Related to that, the researcher intends to examine the coherence of paragraph texts in eleventh-grade students at SMA Negeri 1 Singaraja academic year 2024/2025. SMA Negeri 1 Singaraja was chosen because this school is one of the leading high schools in Buleleng Regency which is known for its strong academic

achievements, making it a very relevant location for my research. In conclusion, SMA Negeri 1 Singaraja meets the criteria as a suitable location for collecting valid and representative data in accordance with my research objectives.

Eleventh-grade students were chosen as the subjects of this research because, based on my preliminary observations, they have already studied various types of writing, including descriptive, narrative, argumentative, and explanatory texts. This aligns with the focus of my research, which examines students' writing abilities. Eleventh-grade students are also at a stage where their writing skills are more developed, as they are preparing for exams and future studies. Their curriculum is designed to help them improve their writing, making them an ideal group to assess their ability to organize ideas logically and write cohesive, well-structured paragraphs. Additionally, an analysis of students' written work showed that they performed best in descriptive writing tests, achieving higher scores compared to other types of writing tests. Therefore, this research focuses on evaluating students' abilities in writing descriptive paragraphs as the main subject of study.

This study aims to analyze the use of coherence and cohesion devices in paragraphs written by students, where the topic is freely chosen by them. The focus is on how students apply language tools such as conjunctions, transitions, and references to maintain the flow and connection between sentences in their writing. In descriptive writing, it is essential to incorporate both identification and description to ensure clarity and provide a full picture of the subject being described.

Identification introduces the topic or subject, while description elaborates on its characteristics, creating a comprehensive and engaging paragraph. Through this study, teachers can assess students' writing skills, particularly in how well they connect ideas within a paragraph.

The teacher begins by explaining the importance of coherence, cohesion, and the elements of identification and description. Students are then asked to select a topic and write a descriptive paragraph. Teachers guide them on using cohesion devices to link sentences effectively. Examples are provided to illustrate these techniques. Finally, students write their paragraphs, applying what they've learned, and the teacher evaluates their work, providing feedback on their use of coherence, cohesion, and the balance of identification and description.

The results of this research will also reflect students' ability to write a paragraph. The aim of this research is to look at the texts written by eleventh-grade students in terms of integration, coherence and problems that may arise in creating these two aspects in their writing. Furthermore, the main focus of teaching writing is developing competence in creating good writing. To achieve good writing, the text must be coherence and cohesive.

1.2 Problem Identification

This part on problem identification will go into great detail about the topic of the study. It is believed that pertinent answers can be discovered with a thorough grasp of the problem. In addition, the explanation of the useful outcomes that result

from resolving this issue will be included, which will be crucial to the practical implementation of this research. We can create opportunities for significant innovation and improvement by identifying the source of the issue.

Writing is defined as the act of communicating messages (information) to another person through written language as a tool or medium (Dalman, 2014). According to Nurgiyantoro (2009) concept, sentence, shape, grammar, style, and mechanics as the many components of writing. Writing well and correctly requires that the material be systematic, ordered, and sequential while taking grammar, vocabulary, and mechanics into account. It should also have a clear aim and direction on the subject. Writing is an indirect communication action that is done to express certain goals in written form as a medium, according to the description given above.

Basically, writing is done to communicate ideas through written word. Without a doubt, every kind of writing has a function. The issue is that a lot of students still struggle with comprehension the use of cohesion and coherence, which causes them to make mistakes when applying in their writing. There are several factors that cause this, including students' ignorance of text organization techniques, lack understanding of subject matter regarding coherence and cohesion, and students' inability to understand texts when taught. It can be seen that the ideas expressed are often incoherent and jump around in connecting words into sentences, sentences into paragraphs, and paragraphs become a discourse. Even though the meaning conveyed is clear enough and the writing is neat enough, a written essay is

required to be good and as error-free as possible. This reason causes possible errors in paragraph cohesion and coherence in students' essays. Due to the limited amount of time allotted for composition, this factor contributes to errors in the cohesion and coherence of paragraphs in students' writings. It may also result from students not having enough practice using cohesion and coherence tools.

1.3 Problem Limitation

Based on the identification above, the limitation of the problem is to analyze the ability of eleventh-grade students at SMA Negeri 1 Singaraja in building cohesion and coherence tools for writing descriptive paragraph.

1.4 Research Questions

Based on the background that has been described, the research questions are as follows:

1. How is the coherence in the descriptive paragraph of eleventh-grade students of SMA Negeri 1 Singaraja?
2. What types of cohesion are used by eleventh-grade students of SMA Negeri 1 Singaraja?

1.5 Research Objectives

Based on the research questions that have been raised, this research has two research objectives as follows.

1. To analyze the coherence in the descriptive paragraphs written by eleventh-grade students of SMA Negeri 1 Singaraja.
2. The types of cohesion used by eleventh-grade students of SMA Negeri 1 Singaraja.

1.6 Research Significance

The significance of this research contains how this research contributes to theoretical and practical aspects as explained below.

1.6.1 Theoretical Significance

The results of this research will provide an overview of the paragraph writing of eleventh-grade students at SMA Negeri 1 Singaraja. It is hoped that this research can be used as a reference or benchmark for further research and can be taken into consideration in efforts to improve the quality of education and increase learning intentions, especially in learning to make coherence and cohesive paragraph.

1.6.2 Practical Significance

The result of this study can provide practical contributions for teacher, students, society and future research.

a. For the Teachers

It is hoped that by employing descriptive text as a teaching tool, the findings of this study would help current and aspiring educators foster a love of writing in their pupils. In addition, it is intended to assist educators in learning more about the

errors that students commit when composing descriptive paragraphs. Teachers can use this research as a reference to analyze descriptive paragraphs and give students accurate information regarding coherence and cohesion.

b. For the Students

It is hoped that the results of this research can contribute to increasing students' knowledge about coherence, understanding about integrating meaning in each paragraph by using descriptive text as a learning medium. In addition, students will understand the elements of coherence contained in narrative texts, including the use of connecting words, repetition, pronouns, term consistency, logical sequence, structural parallelism, additional explanations, and discourse markers. This research is expected to develop students' understanding in creating coherent and meaningful paragraph texts. It also serves as a reference for students in creating paragraphs.

c. For the Society

It is hoped that this research can help all parties who need the knowledge of writing paragraphs. Apart from that, the results of this research can be used as a reference in various things, such as being a reference for writing paragraphs or a reference regarding students' level of understanding in writing paragraphs.

d. For Future Research

It is hoped that this research can provide information and references for other researchers who are interested in conducting similar research. Previous research on coherence has been carried out by many other researchers, but to be more specific, this research has several differences both in the data analysis method and in the subjects in this research. From this research, other researchers can find out how to

learn to write descriptive text with a cohesive and coherent structure that is appropriate for high school students in improving their writing skills so that it can be used as a reference for further research.

