

CHAPTER I

INTRODUCTION

1.1 Background of Study

According to Mailani et al. (2022), language is a communication instrument that uses characters to share thoughts, feelings, and ideas with others. The use of language is essential in everyday life. Humans connect, communicate, and express their thoughts and emotions to other animals through language. From elementary school to university, English is one of the language courses offered in all formal educational institutions. When learning to teach English effectively in the classroom, teachers must master four transferable skills: speaking, listening, reading, and writing (Anggraeni et al., 2022). Listening practice to understand written language is called listening skills. Speaking Ability is the act of expressing thoughts or concepts through spoken words. Writing is the art of expressing thoughts, feelings, and ideas in written form. The ability to understand written language is known as reading proficiency (Siregar and Malik, 2023), 'Language' refers to various ways of communicating or establishing contact (signs or other symbols). However, language is defined as a system of meaningful and transparent sound symbols used to communicate in linguistic discourse (Hasbullah, 2020). Understanding language is necessary to avoid miscommunication between people. (Sosial et al., 2023)

According to Putra et al. (2022), many students must learn English because it is widely used as an international language. Writing is one of the English

skills students need to improve because it is essential for written communication in the academic world. Therefore, writing competence is necessary, especially in composing coherent and structured texts or paragraphs (Radita et al., 2023). Writing ability describes the extent to which the writer understands and appreciates the process of thinking, behaving, and feeling, which is then expressed in written form (Ratminingsih et al., 2018). According to Puspitasari et al. (2020), among several language skills, writing is the most challenging to master. Writing, especially academic writing, is a skill that requires learning and practice. It is important to remember that writing is a process, not a 'product.' This means that any writing, whether an essay for English or a lab report for chemistry, can constantly be reviewed and revised (Oshima, 1998). Writing skills include a variety of activities aimed at expressing thoughts, feelings, and information through various forms, such as basic compositions, instructions, letters, announcements, conversations, forms, speeches, reports, summaries, paraphrasing, and various types of children's literature, including poetry, rhymes, and stories (Haoliya et al., 2022). According to Setiawan (2021), writing skills are essential for their future academic endeavors and are not only needed to meet university graduation criteria. However, the author realizes that writing and learning to write, especially in a foreign language, are more complicated than just 'writing something.' Writing is a process, and the type often influences what people write, so this should be part of teaching (Adiguna et al., 2023). According to Putu et al. (2020), due to the use of communicative methods in language teaching, writing is recognized as an important skill for thinking and creating ideas, and needs to be developed in learning. Good writing skills help students to share and explain their ideas easily from various

angles (Art et al., 2024).

According to Halliday and Hasan (1989), 'A text or paragraph that utilizes cohesion and coherence must be good writing.' To produce superior writing, writers must apply coherence and integration in their paragraphs and texts. Because they were completed paragraph sentences, coherence and cohesiveness are important features in written material. Two key components that strengthen the coherence and integrity of discourse are cohesion and coherence. Separating cohesion from coherence, cohesion refers to the meaning relationships that exist between particular linguistic units or expressions in a text. Grammatical and lexical cohesion are two categories of integration relationships, while addition, comparison, time, and result are categories of meaning relationships. In Hyland (2006) research, describes coherence as the test's ability to make sense to the reader based on its relevance, meaning, and theoretical configuration. Writing within this framework requires coherence because it requires a clear and consistent articulation of concepts in the text. Cohesion is a harmonious relationship between one element and another in discourse to create a neat or coherent understanding. Cohesion as a semantic unit is realized in three language system strata: meaning as a semantic system, word order as a lexicogrammatical system, and sound and writing as a phonological and morphological system.

The cohesion of a discourse is in the form of a relationship between semantic units, which are realized in grammatical and lexical form, and then translated into an expression in sound or written form (Selatan, 2023). Two key ideas in good writing and speaking are coherence and cohesion. They make it easier for readers or listeners to understand a text and ensure it flows clearly.

‘Coherence’ describes the logical flow of ideas and Information. It contains a coherent theme, a well-organized plot, and appropriate concept development. In other words, text that follows a logical and systematic flow is coherent. Cohesion, however, describes how various textual elements relate to each other using connecting words and phrases. Maintaining reading fluency and clarity involves linking words, back-references, and repetition as needed.

As stated by RahmtAllah (2020), for example students needed to be more proficient in using this technique in their research, EFL Students' Coherence Skills in Writing: A Case Study of Third-Year English Undergraduate Students. Many students need clarification when they receive a low writing grade. They believe that paying attention to correct spelling and grammar is enough. Analysis of Student Coherence and Cohesion in Academic Writing: Third Year Case Study is the title (Leli, 2020), students in the English Education Program find that they need help writing their thoughts clearly and concisely. Their limited ability to combine clauses is proof of this. In addition, most students convey their ideas illogically; for example, a paragraph never makes sense once it follows another paragraph. Therefore, several problems impact students' writing abilities, especially consistency and cohesiveness.

Based on data collected by Gunas (2020), who examined cohesion and coherence factors in the writing abilities of class IX high school students in the Manggarai district, the level of cohesion and coherence is classified as poor and cannot be assessed. These results show that students' writing skills still need to improve. They cannot organize concepts into clear and coherent written work. In addition, writing has yet to be widely trained or integrated into classroom

activities in English classes. Based on in-depth interview findings, most senior students (90%) at the high school where the research was conducted admitted that they prioritize improving reading comprehension over writing during English class.

Based on data collected by Arabia et al. (2023), Jordanian EFL students' poor vocabulary knowledge was the main reason they could not write essays coherently. They explained this deficiency as students need more effort to improve their writing and have limited reading comprehension. In general, they agreed that the main reason students are unable to understand coherence in writing is a need for more understanding of the importance of applying effective learning techniques to improve their writing abilities. The results include several possible approaches to address current challenges, such as educating EFL teachers and utilising state-of-the-art methods and approaches in the classroom.

If further research is carried out, the coherence of texts or writings produced in Indonesia will remain an important topic. The first thing that requires research is the difference in coherence between good English writing and Indonesian literature. Second, more research needs to be conducted on how students and teachers create text coherence. The second issue will be the main point of investigation of these two issues. These issues make the study of paragraph coherence or structure in Indonesian writing a significant topic. Understanding the differences and accurate coherence between paragraphs in English and Indonesian is the main objective of this study.

Furthermore, only a few studies have examined how students construct paragraphs coherently. Thus, the primary focus of this study is on additional

factors. The researcher wants to study the problem of 'COHERENCE AND COHESION: AN ANALYSIS OF DESCRIPTIVE PARAGRAPHS WRITTEN BY THE ELEVENTH-GRADE STUDENTS OF SMA N 1 SAWAN ACADEMIC YEAR 2024/2025'. Sawan, Buleleng Regency, was chosen as the location of the study. The selection of SMA Negeri 1 Sawan was based on its strong certification.

1.2 Research Problem Identification

- 1) Analyzing coherence is very important in education at the Senior High School (SMA) level because it helps ensure that learning is systematic and mutually supportive between subjects. Coherence in this context means the connection or harmony between materials, objectives, teaching methods, and evaluations in the educational process.
- 2) According to Phuket and Othman (2015), Writing is considered one of the most difficult skills to master in English. As a result, many EFL students tend to make mistakes in their writing. To support their improvement, it is important to analyze these mistakes and determine their causes. A common problem that often occurs is that students often ignore correct sentence structure, which results in repeated mistakes in sentence construction.

1.3 Research Questions

Based on the explanation above, the problem of this research can be formulated as follows:

1. How is the coherence of the paragraph written by eleventh-grade students at

SMA N 1 Sawan in the 2024/2025 academic year?

2. What types of cohesion are used by eleventh-grade students of SMA N 1 Sawan in their descriptive paragraph?

1.4 Research Objectives

By the problem formulation, this research aims to provide an analysis and exposure related to:

1. Coherence of the paragraph for class XI SMA N 1 Sawan in the 2024/2025 academic year and
2. The cohesiveness of the paragraph of class XI SMA N Sawan students in the 2024/2025 academic year.

1.5 Scope of Study

One of the key markers of a paragraph's quality is its cohesive perspective, and the research's findings will give an overview of how well students are doing with it. This can provide Information to enhance the writing process of learning.

1.6 Research Significance

1.6.1 Theoretical Significance

The basic objective of this study is to determine whether the student's paragraph is coherent. This knowledge helps investigate how students organize paragraphs to create coherence, advancing the development of writing science.

1.6.2 Practical Significance

1.6.2.1 For the Teachers

This study will help teachers understand students' mistakes when writing descriptive paragraphs. The results can also be used as a reference for teachers when analysing descriptive paragraphs.

1.6.2.2 For the Students

This research helps students expand their knowledge about description and coherence and can be used as a guideline in composing paragraphs.

1.6.2.3 For the Society

This research is expected to help anyone who needs knowledge about paragraph writing. Through this research, parents can also understand the extent of their children's understanding of learning at school.

1.6.2.4 For the Future Research

This study is intended as a source of information and reference for other researchers interested in exploring similar topics. Although research on cohesion has been conducted extensively, this study offers a different approach in terms of data analysis and subjects involved. The findings of this study can serve as a starting point for future research focusing on cohesion in the Buleleng region with different research subjects, especially since many schools in Buleleng have not been extensively explored in previous studies. Therefore, this study is expected to help future researchers gain deeper insights into cohesion.