

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Introduction**

Since gaining independence, Indonesia has included English in its education curriculum. The government's policy aims to enhance the quality of Indonesia's human resources by incorporating this foreign language. (Putri et al., 2020) Learning English is not only a government initiative to enhance students' knowledge but also a preparation for tackling future challenges that necessitate the ability to communicate effectively in English, both orally and in writing. English language proficiency is one of the skills that learners must master from the start. (Indriani, 2022).

The primary purpose of students learning English as an international language is to acquire language proficiency, which indicates language learners' success. In general, English language learning is a skill that includes knowledge, skills, attitudes, and behaviors that students must acquire in connection with their ability to use English. (Ratminingsih, 2017).

Learning objectives are successful if students master not one but four components of language proficiency. Tarigan (2008) The English language skills list states four components: listening skills, speaking skills, reading skills, and writing skills. When grouped, the four language skills above are classified into two main parts: receptive skills, including listening and reading skills, and productive skills, including speaking and writing skills. (Ratminingsih, 2017).

Each skill component is closely related to the others in different ways. Mastery of the four skills can only be successfully achieved if they are balanced with mastery of the language components. (Wulandari et al., 2020). Mastering language components, including learning grammar, vocabulary, and pronunciation, is essential as an additional language skill for language users. (Ardianti et al., 2021).

One of the skills that the author examines is writing skills. Writing is one of the productive skills that you must master when learning English. (Mettaningrum et al., 2013). Tarigan (2008) It states that in today's life, writing skills are essential, and writing skills are a characteristic of an educated nation. Writing ability can be improved when students focus on and are interested in writing. Nunan (1991) States that the first step before writing is to practice making sentences and practicing grammar.

Writing requires two primary skills. One is the ability to construct proper sentences, and the other is the ability to formulate and organize ideas. The following grammatical skills are necessary to construct excellent and correct sentences: B. Knowledge of the nature of words and their position in the sentence, tenses, 'friendships' between words, etc. Excellent and correct writing makes ideas more accessible to read and understand. In other words, writing is a chain; it ties up all the sentences and makes every sentence logical. (Negeri et al., n.d.)

When forming and arranging ideas, special attention is paid to whether they connect and create a unified meaning. A paragraph becomes a text because its ideas convey a coherent message. The text consists of related ideas that cannot be separated. In this way, your message can be communicated and understood successfully.

The unity of ideas in a text is called coherence. Coherence can be defined as the unity of the text in creating a cohesive understanding (Halliday & Hasan, 1976; Witte & Figley, 1981). The text acts as a unit to keep the message focused and clear. The unity is a unity of meaning in the reader's mind.

According (Halliday & Hasan, 1992, p. 65; Moeliono, 1997, p. 343) Cohesion in linguistics refers to the connection between grammatical and semantic elements in a text. They are linking one part of the text with another. Furthermore (Aflahah, 2012, p. 2) Halliday and Hasan revealed that the primary determinant of whether a set of sentences is a text is critical. A set of sentences in a text depends on the cohesive relationships in the text. Relationships within and between the sentences can form a network or texture: network or texture. A text has a network, which distinguishes it from non-texts. Cohesive relations create this network. (cohesive relation). In line with this, Gutwinski (1976:26) States that cohesion is the relationship between sentences and clauses in a text, both in the grammatical and linguistic stratum. As well as in the linguistic stratum. (Newmark, 1988:23) It also states that cohesion is based on structure and grammar. The structure is formed through connecting words (conjunctions, enumeration, repetition, definite articles, familiar words, referential synonyms, and punctuation).

In coherent concepts, readers bring different types of knowledge, such as prior, shared, comprehensive, or contextual knowledge. This knowledge interacts with linguistic knowledge, which interacts with the text. This interaction creates meaning. The text must be consistent for meaning to be created. (Citra & Maheswari, 2024).

Coherence is closely related to cohesion; for coherence to occur, cohesion must exist. (Delu & Rushan, 2021; Reinhart, 1980). Furthermore, Halliday and Hasan (1976) Explain that the relation can be grammatical or lexical. The grammatical relation can be through reference relations, substitution, ellipsis, or conjunction. Meanwhile, the lexical relation is obtained through the relationship between words.

Many researchers have researched the coherence of Indonesian learners' English texts. Sakrim (2021) Conducted a study on the cohesion and coherence of student writing. This study aimed to discuss and investigate student writing in terms of coherence between sentences and paragraphs. Based on the study's results, it was found that students repeated the same word in the paragraph, used synonyms, the definition needed to be more relevant to the context of the sentence, and used hyponyms that had yet to be mentioned. Due to the large size of the elements, the consistency between sentences and paragraphs needs to be better established. It was emphasized that to maintain consistency, many students could have done better by using the result condition pattern in each section, failing to form a logical connection between sentences and paragraphs. Lestari (2019). This study examines the coherence of paragraphs in the narrative writing of engineering students of the 2017 batch of PGRI Banyuwangi University. The findings in the narrative essays of engineering students in class 2017 could be more consistent and coherent. The prerequisites for good cohesion and consistency have yet to be proven. This is because students need help understanding how to compose sentences and often lack logical structure in their paragraphs.

## 1.2 Problem Identification

Although students in Indonesia, including those at SMA Negeri 1 Kubutambahan, have been learning English from an early age (Wahyuni & Pratiwi, 2022), many still face significant challenges in writing, particularly in developing coherent and cohesive paragraphs. Writing is a crucial skill that requires learners to express ideas clearly and logically (Dwiyanti & Suwastini, 2021). Based on preliminary observations and analysis at SMA Negeri 1 Kubutambahan, students demonstrate basic abilities in constructing coherence and cohesion in their writing, particularly in recount texts. However, some students still need to improve their skills in organizing ideas sequentially to ensure that paragraphs flow smoothly and are easy to understand. The use of various cohesive devices as tools to connect sentences and paragraphs is evident, but has not yet been fully optimized to strengthen the unity of the text. This results in some parts of the writing feeling less logically connected, requiring readers to make more effort to follow the relationships between ideas. With more intensive guidance and practice in using cohesive devices, students are expected to develop their abilities to produce more cohesive and coherent writing. Such improvement will help students compose recount texts that are not only clear and well-organized but also easy to follow and engaging for readers.

## 1.3 Research Question

Based on the above explanation, the research problem can be formulated as follows.

1. How is the coherence of the paragraphs written by class X at SMA Negeri 1 Kubutambahan?



2. What types of cohesion are used by class X students at SMA Negeri 1 Kubutambahan?

#### **1.4 Research Objectives**

By the formulation of the problem, this study aims to provide an analysis and exposure related to

1. The coherence of the paragraph text of grade X students at SMA Negeri 1 Kubutambahan
2. The types of cohesion used in the paragraph text of grade X students at SMA Negeri 1 Kubutambahan

#### **1.5 Research Urgency**

The study's results will provide an overview of students' paragraphs from a coherent perspective, one of the leading indicators of paragraph quality. This can serve as input for improving the learning writing process.

#### **1.6 Research Limitation**

The main aim of this study is to analyze the coherence in the recount paragraphs written by students. The subject of this research will be limited to only one class and written by tenth-grade students from SMA N 1 Kubutambahan.

## **1.7 Research Significance**

### **1.7.1 Theoretical significances**

The results of this study are expected to serve as a reference or benchmark for future research and to contribute to efforts to improve the quality of education, particularly in paragraph writing.

### **1.7.2 Practical Significance**

#### **1.7.2.1 For the Teacher**

The results of this study are expected to help teachers better understand the common mistakes students make when writing paragraphs. This research can also serve as a reference for teachers when analyzing students' paragraphs and offering accurate guidance on coherence.

#### **1.7.2.2 For the Students**

This research benefits students by increasing their knowledge about coherence and serving as a reference for students when writing paragraphs.

#### **1.7.2.3 For Future Research**

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