

CHAPTER I

INTRODUCTION

1.1 Research Background

The ability to organize messages in words, sentences, and text that readers can understand is called writing skills (Puspitasari et al., 2024)). Writing is one of the basic skills that is important to master when we learn a language, especially English. According to Mourtaga (2004) in (Adas & Bakir, 2013), writing is a fundamental skill in a language that plays a role in the formation of communication, especially in the scope of education. In addition, writing is a process of delivering or conveying thoughts, ideas, and facts in easy language. Besides that, writing also becomes the most challenging part of learning the English language. This happens because, during the writing process, students must pay attention to various other aspects, such as content quality, writing structure, grammar, vocabulary selection, and writing rules (Asvini et al., 2020). Besides that, the difficulty in writing is caused by having no idea, having a fear of making mistakes, having a lack of vocabulary, and having low grammar or tense mastery (Megantari & Budasi, 2018).

Writing is one of the four main language skills that students must master when learning English as a foreign language (EFL). This productive skill is essential because it allows students to produce writing in various types of texts according to the demands of the curriculum (Ratminingsih et al., 2018). According to Harmer (2004) in (Erawati Saragih & Nuraeni Septiani, 2017), the writing process consists of five main stages. The first stage is planning or pre-writing, which is when the writer focuses their mind on the topic to be written about. At this stage, the writer does various activities such as thinking, discussing, reading, and writing about the topic before composing the first draft. This stage serves as a warm-up before actually writing. Next, in the drafting or writing stage, the writer begins to pour the ideas that have been

collected during pre-writing into paragraph form as the first draft. Once the draft is complete, the writer enters the revision stage, where the writer revisits his or her writing to clarify ideas and improve structure, rather than simply correcting grammatical or spelling errors. Revision can involve deleting or adding sentences, paragraphs, even pages. After revision, the writer proceeds to the editing stage, which is checking in detail every sentence and word to ensure accuracy and precision of language. Editing is done after revision so that the writer does not waste time fixing parts that might be deleted. The last stage is publication, which is when the writing is shared with readers, be it friends, teachers, or parents. Knowing that the writing will be read by others encourages writers to produce their best work.

To produce writing that can present the main ideas through sentences that are correct and interrelated, it is necessary to have basic skills in writing, which are divided into two, namely the ability to compose sentences based on grammatical arrangements such as tense, pronouns, etc., and the ability to formulate and organize ideas in writing or Text. Regarding the organization of an idea, the issue in a written text requires a special ability to organize it so that the ideas conveyed can form a coherent meaning and be understood by the reader. A text consists of cohesive parts of ideas that are arranged separately in each text. Oshima and Houge (2006) in (Ummah, 2019a) explain that to form a good paragraph in a written text, one important element is required, namely Unity, which means that a text-only discusses one main idea from beginning to end.

Text is a written composition consisting of sentences connected and organized to express one main idea supported by several related ideas. The sentences are structured to facilitate the reader's understanding of the information or message. From a philological perspective, a text is an interwoven collection of words that interact to create a complete unit of meaning. According to H. Douglas Brown (2000), a text is a communicative unit composed of organized sentences that produce coherent and understandable meaning.

The content within a text consists of ideas or messages that the author intends to communicate to the reader. Based on these views, a text can be described as a collection of words, sentences, or passages that form a written or spoken communication. Its purposes may vary, including informing, entertaining, persuading, or describing an idea or concept. Halliday and Rugaiya (1976) introduced the theory of linguistic functional systems, which includes an explanation of the concept of Text. They define text as a sequence of interconnected sentences that convey specific information. Therefore, a text can be understood as a logically arranged series of sentences with meaning. There are several requirements in writing a good text, including the first Unity (coherence), which means that a text focuses on one main idea and then is developed through supporting sentences (Muid et al., 2024). Then, in Latin verbs, cohere refers to the word "hold together."

Coherence and Cohesion are essential qualities to consider in essay writing (Ramendra et al., 2020). Coherence in the context of writing can refer to sentences in the Text that are well organized or integrated, the movement from one sentence to another should be smooth and logical, there should be no sudden sentence jumps and not related to the previous sentence (Oshima & Huge, 2006). More simply, coherence is a unified text that creates a cohesive and comprehensible understanding (Witte dan Figley, 1981; dan Halliday dan Hasan, 1976). The text acts as a unit that can convey ideas in a focused, clear, and logical manner so that the reader or listener can imagine, interpret, and provide a conclusion. In line with this, Cohesion also means that the sentence structure in a text must be arranged in harmony, which means that it has a logical flow, arranged systematically, structured, and interconnected so that readers can follow the author's train of thought (Hidayati et al., 2018) in (Muid et al., 2024). Coherence is also related to Cohesion to form a good text; Cohesion can be defined as a connection between parts of a text that occurs through interrelated words, phrases, or sentences. Halliday and Hasan (1976) explain that coherence is how meaning in a text is built through semantic

relationships and motivated by lexical and grammatical elements. Cohesion provides a distinction between text and non-text so that the reader has the possibility to attribute relevance to what was said, is being said, and will be said through the necessary lexical and grammatical Cohesion(Castro, 2004). Cohesion in English can be classified into two, namely grammatical Cohesion which consists of several parts, namely reference, substitution, ellipsis, conjunction, and lexical Cohesion which consists of refrigeration and collocation (Halliday & Hasan, 1976).

Completeness means that a text can be interpreted as having integrity if it includes sufficient elaboration sentences to strengthen the reader's understanding of the topic sentence (Adhitama et al., 2018) (Muid et al., 2024). There are many types of text, one of which is an argumentative paragraph. Argumentative Texts, according to (Reinking et al. 2017), are Texts that present claims or opinions supported by evidence and logical reasons. Argumentative Texts express an opinion on an event, issue, or topic by presenting strong and convincing arguments supported by existing facts. The main goal is to influence the reader to accept the presented opinion or position. Argumentative Text is a text that contains the author's views regarding an issue or event to influence listeners or readers to agree with what is conveyed. According to Suparno (2005:42), argumentative text writing skills are more difficult when compared to other types of writing. This is because writing argumentative Texts requires several important components to convince or influence readers, including reasons or evidence so that readers agree with our ideas, attitudes, opinions, and beliefs.

Several researchers have conducted research on coherence and cohesion, one of which is on students majoring in English Education in semester 4 at Gorontalo State University in the 2020/2021 academic year. This research analyzes the coherent and Cohesion components in students' argumentative essay writing. The analysis is based on the text coherence component by Oshima and Houge (2006), which involves cohesion devices, including grammatical Cohesion and lexical Cohesion creating keyword repetition, pronoun consistency, transition

signals, and the logical order of the Text. The object of this research is 16 argumentative essays written by students. The data is collected through documentation, and the analysis is done qualitatively and quantitatively. The results obtained from this study showed good Cohesion and coherence components, with the average score reaching 66.95%. They are familiar with the components of coherence but still have a limited understanding of some items' role in Cohesion and coherence.

This and previous research have differences or gaps in the subjects, objects, and variables used. This research discusses the analysis of coherence and Cohesion in argumentative Text written by eleventh-grade students of SMAN 2 Singaraja, while the previous research discusses the analysis of coherent and Cohesion components in argumentative essays written by students from the English Education department at Gorontalo State University. The researcher chose the difference in subjects, objects, and variables because there is still limited research on the analysis of coherence and Cohesion in text writing of eleventh-grade students, especially in Indonesia. Hence, the researcher is interested in conducting this research.

Based on this, the researcher conducted a study to analyze, express, and explain coherence in the writing of argumentative Texts of eleventh-grade students at SMAN 2 Singaraja in the 2023/2024 academic year. SMAN 2 Singaraja was chosen as the place of research because of its location in Buleleng Regency, and it is one of the favorite high schools in Singaraja with several high achievements. Then, grade students were chosen as research subjects because, based on preliminary observation, they have learned several types of writing, such as descriptive, explanatory, narrative, and argumentative Text, which are related to the topic of this study, which focuses on analyzing and assessing the quality or ability of student writing, besides that eleventh-grade students are also already in a higher stage of development of writing skills, The eleventh-grade students are the ideal group to study because they have been learning about writing from the most basic level since they were in the tenth grade, and in the

eleventh grade their writing skills are further developed by the existing curriculum, and are also prepared to face exams and learning in the future. Because of this, eleventh-grade students are the ideal group to study because of their ability to present Text with logical and harmonious or cohesive transitions of ideas. In addition, argumentative Text was chosen as the object of this study because, based on the analysis conducted, it shows that students' ability to write argumentative Text scores better than other types of text writing, so that analysis of coherence and Cohesion will be easier to do.

This study analyzes assessment's coherence and cohesion aspects in students' argumentative text writing. Students' Texts are collected through direct data collection by collecting students' pre-written argumentative text writing. The topic of their writing is related to environmental damage; in this case, students focus on describing their opinions related to environmental damage that occurs by the structure of argumentative Text, which includes thesis, argument, and recommendation; this structure is also the focus of the teacher to assess students' argumentative text writing, where students can organize their ideas logically, by involving elements such as conjunctions, re, substitutions, and others.

The results of this study will illustrate the students' ability to write text. This study aims to look at the eleventh-grade students' text writing related to integration, coherence, and Cohesion, as well as the problems that arise in their writing, so that this can be used as evaluation material for students and teachers to improve students' writing skills.

1.2 Problem Identification

The research regarding the analysis of coherence and Cohesion in students' Text has been widely discussed in various empirical studies. For example, (Gunas, 2020) conducted a study on cohesion and coherence aspects of student writing performance at Langke Rembong High School, 390 students were randomly selected, and 30 students were selected as samples, then students were asked to write two types of texts, namely description and narrative, the results

obtained from this study show that the cohesion and coherence aspects of student writing are still low, only a few small units of cohesion and coherence aspects appear. Part of the student's writing is categorized as not cohesive and coherent, so student writing is still categorized at a low level. Furthermore, in the research conducted by Umarlia (2021) on the writing of 4th-semester students who took the intermediate writing course as many as 15 people, the results obtained from this study are that most of the student's writing used coherence and cohesion items such as conjunction, reference, transition, and pronouns. However, (Suparman & Nurfisani, 2021) students only know or master certain types of coherence and cohesion and are still unfamiliar with other types. The same research was also conducted by (Nur Rahman et al., 2021) related to student coherence and Cohesion in descriptive text writing at Muhammadiyah University of Makassar; this study aims to analyze the types of coherence and Cohesion that are most widely used by students in their descriptive text writing, the results found from this study are that most students have been able to write using coherent and Cohesion types with details of the use of conjunctions, which is 15.1%, ellipsis and substitution 1.21%. In addition, about 41% of students are already at the level of writing well, and 33% are at the sound level. At the same time, 23% of students still need to improve their ability to write coherently and cohesively.

Based on the studies related to coherence and Cohesion described above, if examined further, the actual coherence of Text is still an issue or problem in Indonesia. This can be seen in the results of the three studies, which show that students can produce good written work or text. However, the problem that is still quite often faced is that students still do not fully understand all the parts of coherence and cohesion, which are essential requirements for writing. Research on coherence and cohesion has been conducted at every level of education in Indonesia. Therefore, the researcher is interested in conducting a similar study to find out

whether the same phenomenon also occurs at SMAN 2 Singaraja by analyzing the coherence and Cohesion of writing that students have made.

1.3 Problem Limitation

This study will examine and analyze student texts by grade eleventh students at SMAN 2 SINGARAJA who took learning materials on argumentative text texts in the academic year 2024/2025. The main purpose of this research is to explain and explore the coherence of the student texts that have been created and later also apply cohesion instruments, which will undoubtedly be related to the formation of coherence in the student text texts.

This study has limitations in the research data used. Based on the results of checking AI and plagiarism using Grammarly, it was found that some student writing was detected as having been generated by, with a percentage of 7% showing similarities with outside sources and 60% exhibiting similar patterns to AI-generated text So it is possible that some students used AI to help them write this argumentative text so that the data used can be said to be less valid.

1.4 Research Question

Based on the explanation that has been presented above, several existing problems can be formulated as follows:

1.4.1 How is the coherence in the argumentative text of eleventh-grade students of SMAN 2 SINGARAJA?

1.4.2 What types of Cohesion are used by eleventh-grade students of SMAN 2 SINGARAJA in their argumentative Text?

1.5 Research Objective

Based on the research question that has been presented, the purpose of this study is to present an analysis and description related to:

1.5.1 To assess the student's competence in producing coherence in their argumentative text writing.

1.5.2 To identify the types of Cohesion used by eleventh students at SMAN 2 SINGARAJA in their argumentative Text.

1.6 Significances of the Research

1.6.1 Theoretical Significant

The findings of this study will likely contribute to the advancement of scientific knowledge or theory pertaining to the composition of argumentative text, particularly at the secondary school level. This will be achieved by ensuring that the methodology employed is by accepted standards of academic writing, thereby enhancing the students' writing abilities. Furthermore, this study will serve as a valuable reference for other researchers interested in investigating strategies for enhancing students' writing skills, particularly at the secondary school level.

1.6.2 Practical Significances

1.6.2.1 For the Teachers

The results of this study are expected to provide additional references to teachers, who can help analyze the errors that appear in the descriptive text written by students. Later, teachers can help students improve their writing by providing knowledge about how to use coherence and Cohesion correctly.

1.6.2.2 For the Students

The results of this study are expected to be a reference for students to improve their ability to write argumentative text through understanding the concepts of coherence and cohesion.

1.6.2.3 For Society

Maintaining coherence in presenting information has practical benefits for Society, as it promotes clear communication and understanding. Coherently organized information aids in more efficient knowledge sharing support better decision-making and makes valuable insights more accessible to a broader audience. This, in turn, drives knowledge growth and societal progress.

1.6.2.4 For Future Research

This study is expected to be one of the future references if other researchers are interested in conducting similar research. Through this study, other researchers can understand how to use coherence and cohesion in the argumentative text of high school students.

