

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Research background**

Language is a means of communication, and compound sentences are a form of language that functions as a means of communication (Mayangsari et al., 2022). Communication is the process of creating meaning through the exchange of verbal and nonverbal signs and symbols, which are influenced by a wide range of contextual elements (Leonard, 2012). Oral and written communication are types of communication.

Oral communication can be defined as the process of conveying information through the use of verbal and visual aids, such as presentations and speeches (Prabavathi & Nagasubramani, 2018). Another type of communication is written communication; the term "written communication" encompasses any form of recorded and written correspondence between the sender and the recipient (Prabavathi & Nagasubramani, 2018). In circumstances wherein the conveyance of information and ideas is not feasible through oral communication, written communication can serve as a solution (Handayani et al., 2013).

Written communication is about conveying information through writing. According to Artini et al. (2017), Writing skills can provide the opportunity to express ideas through writing. Rao (2017) also stated that writing is a useful skill that enables learners to express themselves in written form and to share their ideas, feelings, and opinions with others because the information is conveyed in written form.

It is important to ensure that the information is complete, clear, and accurate so that there are no misunderstandings. Writing is also one of the things that can help build creativity and thinking processes, as well as literacy skills (Suwartini et al., 2022). Writing contributes to the evaluation and improvement of English skills (Hastomi et al., 2022). In an academic context, writing functions as a medium for communicating and disseminating knowledge (Ramendra et al., 2023). The process of writing is more complex than the simple construction of sentences to create a written text (Otta et al., 2022).

Therefore, it can be determined that writing skills play an important role in students' ability to produce written works in various text genres (Ratminingsih et al., 2018). There are several types of text included: descriptive text, recount text, report text, analytical text, hortatory exposition text, and narrative text. Each text has its own meaning and purpose (Jelimun et al., 2020). Narrative text is one type of text taught in schools. Narrative text is a type of text that narrates a series of events that occurred in the past and is intended to entertain the reader (Koilara et al., 2020).

When writing a text, there are several things that need to be considered, one of which is the context of the sentence. Context in sentences is very important because it can help readers understand the information. Therefore, occasionally people lose up of their writing because they are having trouble expressing their ideas (Wahyuni & Syamsudin, 2021). In addition, a texts usually consist of several paragraphs. Oshima & Hogue (2007) stated that a paragraph is defined as a collection of related statements about a particular subject. Furthermore, Yunhadi (2016) explains that a paragraph is defined as a sequence of multiple sentences that

are interconnected and arranged in a logical sequence to facilitate the comprehension of the central idea by the reader. Paragraph is also the smallest unit of a composition, which is a process of creating the basic form of a composition (Rahman, 2022).

According to Kartawijaya (2018), in the composition of a paragraph, three fundamental structures must be included: a topic sentence, a supporting sentence, and a concluding sentence. The topic sentence is the main idea of a paragraph. The next is the supporting sentence, which is a sentence that explains the topic in more detail, and the last is the concluding sentence, which is a sentence that summarizes the entire content of the paragraph. Writing topic sentences requires high concentration so that the topic can generate ideas for writing (Yamin, 2019).

A Paragraph contains more than one idea that is inseparable and supports each other. Having interrelated ideas will form a meaning that can be easily understood by readers. The connection of ideas in a paragraph is called coherence. According to Rustipa (2016), A key characteristic of a well-written paragraph is its coherence. In order for a paragraph or sentence to be considered coherent, the concepts it contains must be related to the main idea (Chicho, 2022).

A paragraph can be defined as a coherent paragraph if the parts of the paragraph are unified, where all the supporting sentences are related to the topic sentence, logical for the reader, and the paragraph is completed with the supporting sentences needed to explain the topic in more depth (Rustipa, 2016). A paragraph is a complete and inseparable unit, so each sentence in a paragraph must have meaning according to the purpose for which it was written, and the meaning of each

sentence must be mutually bound and related. In this way, the meaning of a paragraph can be conveyed to the reader's mind.

The writer must include suitable transitional words or phrases for the writing to be presented coherently (Chicho, 2022). Cohesion is necessary for writing that's cohesive and makes sense. Cohesion is a device that serves to link elements within a text (Halliday & Hasan, 1976). The organization of words, phrases, and sentences to be logical in terms of relationships is related to this cohesiveness. This relationship may be lexical or grammatical. The grammatical relations under consideration may arise from conjunctions, ellipses, referent relations, or substitutions; on the other hand, the lexical relations are derived from the interactions among words.

English is taught as a foreign language in Indonesia. Apart from that, English has many differences from Indonesian, so writing in English also has many differences from Indonesian. In writing using English, non-linguistic competencies are very necessary, including motivation and vocabulary, because the formation of coherence and cohesion in written communication requires a comprehensive understanding of linguistic and non-linguistic competencies (Puspitasari et al., 2024).

Various studies have been carried out regarding coherence and cohesion in students' English Texts in Indonesia. According to Wahyuni & Syamsudin (2021) in the research entitled *An Analysis of Coherence and Cohesion on the Students' Descriptive Writing at Senior High School in Cirebon*. The results of this research show that most of the students have the ability to organize text in a good coherence

manner, and students are able to apply the principles of cohesion to make text easier to understand, but there are still students who are not able to convey the meaning of a text effectively and coherently. Furthermore, according to Putra et al. (2022), in the research entitled *Cohesion and Coherence: An Analysis of the Students' Narrative Writings*. The result of this research demonstrates that students can arrange their thoughts logically and cohesively. The use of cohesion and coherence devices helps the students' writing skills to be appropriately developed.

If further research is conducted, text coherence or writing produced in Indonesia becomes an essential topic. The first area that requires research is the differences in coherence between English writings and those written in Indonesian. Secondly, the study demonstrates that some students encounter difficulties in establishing coherence in their writing. This issue will be the focal point of the study. Moreover, the study is significant in the context of writing, which is a fundamental skill for effective communication. It is considered the most challenging of the four language skills ( Rao, 2017).

Based on the learning objectives of eleventh grade high school students in the Merdeka Curriculum, students are expected to be able to develop four language skills, namely, listening, speaking, reading and writing. In an effort to develop students' writing skills, students are introduced to various types of texts such as narrative texts, expositions, and report texts. This aims to develop students' abilities in critical and creative thinking.

Based on the results of interviews with teachers at SMA Negeri 1 Seririt, the difficulties experienced by students at SMA N 1 Seririt in writing narrative texts



are grammar accuracy. Grammar can affect the reader's understanding of a text. Grammar also affects the relationship between sentences in a text, thus affecting the coherence and cohesion of the text.

Conducting research on coherence and cohesion in students' narrative texts is essential to assess the development of their writing skills and also to find out students' ability to think critically and creatively. This research examines the coherence and cohesion in the narrative text of eleventh-grade students at SMA N 1 Seririt. This research aims to explore and explain the coherence of narrative text written by eleventh-grade students and the types of cohesion devices that they used in their narrative text.

## **1.2 Problem Identification**

English learning has been obtained by students since elementary school or kindergarten, so that students are familiar with English from an early age. In English, there are four language skills learned by students, which are reading, listening, writing, and speaking. Writing is one of the language components that is very important to learn, especially how to write that is able to make readers understand the contents of the writing.

Writing is the practice of using language symbols such as letters, words, and phrases to convey thoughts, emotions, information, or narratives. One way to communicate with others is through writing, which can be in the form of arguments, descriptions, explanations, or stories. In learning English, writing is usually taught through materials in the form of descriptive texts, narrative texts, and other

materials that provide opportunities for students to express themselves through writing.

However, there are still many students who do not realize their mistakes in writing, especially how to make sentences related to each other. This is related to the students' ability to make the paragraphs or texts coherent, and also the students' lack of ability to apply the components of cohesion in their writing. According to Wahyuni & Syamsudin (2021) In a study on the analysis of coherence and cohesion in descriptive texts written by senior high school students in Cirebon, it shows that some students have been able to write coherence paragraphs and apply cohesion components to their writing, but there are still students who have not been able to convey the content of the text effectively.

In addition, Leli (2020) in research on the examination of the comprehension of coherence and cohesion that third-year English language education study program students exhibit in their academic works at the Bukittinggi Islamic Institute, stated that many students still have difficulty in organizing ideas coherently and cohesively. The two studies show that students still have difficulties creating coherence and using cohesion components effectively in their writing, although many student writings are coherent and use cohesion effectively.

### **1.3 Problem Limitation**

The fundamental purpose of this study was to determine the ability of eleventh-grade students to create coherence in the narrative text and the types of cohesion they used. This research was conducted in Buleleng Regency by selecting a sample of 36 eleventh-grade students at SMA NEGERI 1 SERIRIT.

#### 1.4 Research Question

The description provided above simplifies the formulation of the following research questions.

1. How is the coherence of the narrative text written by eleventh-grade students at SMA Negeri 1 Seririt, academic year 2024/2025?
2. What types of cohesion are used in the narrative text written by eleventh-grade students at SMA Negeri 1 Seririt, academic year 2024/2025?

#### 1.5 Research Objective

Based on the research questions, this research aims to provide an analysis and presentation related to the following

1. The coherence of the narrative text of eleventh-grade students at SMA Negeri 1 Seririt, academic year 2024/2025.
2. The types of cohesion used in the narrative text of eleventh-grade students at SMA Negeri 1 Seririt, academic year 2024/2025.

#### 1.6 Urgency of research

The results of this research will provide an overview of the quality of students' narrative text from a coherence and cohesion point of view, because coherence and cohesion are determinants of the quality of writing. With this analysis, it can later become input and suggestions in an effort to improve the writing learning process.



## **1.7 Research Significance**

### **1.7.1 Theoretical significances**

Considering that writing is a significant ability, it is hoped that the findings of this research will serve as a guide for efforts to enhance English language education methodologies, especially in the writing area. Additionally, the researcher expects that this research will serve as a reference for further research that emphasizes and pays closer attention to students' writing skills.

### **1.7.2 Practical Significance**

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

The researcher expects that the result of this research can give more insight to the teacher about how to know student abilities in writing based on how the students arrange the paragraph and text with effective coherence, so that teachers can determine appropriate teaching strategies to improve students' writing skills.

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

The results of this research provide information to students about how to write a coherent text. Besides, this research can also be a reference for students regarding the criteria that must be met to ensure text coherence.

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

The researcher hopes that this study can provide an overview to further researchers who have the same interest. This study discusses the coherence and cohesion of the narrative text of eleventh-grade students,

so that the next researcher can conduct research at different grades of students.

