

## **CHAPTER I**

### **INTRODUCTION**

#### ***A. Background of the Study***

In the current era of globalization, mastering of English is a demand. This is done to avoid outdated. Most people assume that people who master English are people can speak English well and smoothly especially, if they can talk directly with foreigners or abroad. However, the ability to write that is not less important than the ability to speak. Writing is a complex activity, because writers are required to be able to compile and organize the contents of their writing in various formulations of written languages and other writing conventions. So, writing in the target language is not always an easy task. This is due to the fact that the characteristics of English and Indonesian are different. Besides that, English is not our daily language. So, writing requires skill, expertise, perseverance and accuracy.

As a complex productive skill in language learning, students need to master the elements of writing. There are four elements in writing. The first is idea which is the topic in the form of opinions, experiences and knowledge of a person. The second is discourse which is an expression of ideas that can be understood by readers. There are various kinds of discourses, such as description, persuasion, narration, argumentation and exposition. This element is also related to coherence. The concept of coherence is parts of a paragraph are connected together by cohesive ties where a text has texture, and this is what distinguishes it from something that is not a text. It is

function as a unity with respect to its environment. If a passage of English containing more than one sentence is perceived as a text, there will be certain linguistic features present in that passage which can be identified as contributing to its total unity and giving it texture.<sup>1</sup> The third is arrangement which is a rule that must be heeded when expressing ideas. It means that writing is not just writing, must heed the rules in writing, for example the use of the correct spelling. The fourth is tool which is in the form of grammar, vocabulary and rhetoric (the art of using language). This element is related to the concept of cohesion. The concept of cohesion basically refers to the relationship of forms, meaning that the discourse elements (words or sentences) used to compose a discourse have a coherent and complete connection.

Cohesion refers to the linguistic features which help a sequence of sentences in a text. It occurs in a text through the use of cohesive devices that link across sentences. It is a relationship between lexical and grammatical devices that are put together to construct a unified text.<sup>2</sup> Cohesion deals with how words and expression of a text are bound together through grammatical devices such as reference, substitution, ellipsis, conjunction, and lexical cohesion. In other words, cohesion deals with the accurateness of utilizing grammatical devices from one sentence to another sentence in a written text.

Nevertheless, inaccurate use of cohesive device leads to confusion between the readers and writers' intention. The factor of students' weak knowledge of

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<sup>1</sup>M.A.K. Halliday & Ruqaiya Hasan, *Cohesion in English* (New York : Longman group, 1976), p. 2

<sup>2</sup>Josephine B. Alarcon & Katrina Ninfa S Morales, *Grammatical Cohesion in Students' Argumentative essay. Languages Department, Faculty of Engineering, University of St. Tomas, Manila, Philipines.*Journal of English and Literature, 2011), vol. 2(5), p. 115, June 2011.

cohesive devices will affect their composition.<sup>3</sup> Analyzing the form of errors is necessary for this scope. Error is seen as valuable information to give clues about progress of the students, to provide evidence as to understanding language is acquired or learnt, to give resources in order to learn intensely in specific aspect.

From the case of errors in using cohesive devices in writing descriptive essay illustrated above, the researcher intends to conduct the research about students' errors in using cohesive devices in writing descriptive text at SMPN 3 Sibulue. This school applies 2013 curriculum and bilingual language in teaching English. In 2013 curriculum, the process of teaching and learning focuses more in speaking skill. Whereas, the teacher at SMPN 3 Sibulue focuses more in teaching writing and reading skill because those skill relate to national examination.

However, in the process of foreign language learning, students still make errors. The students at SMPN 3 Sibulue also face this case. It is known after doing observation in the classroom. In fact, they have difficulty in using tenses and cohesive devices, especially in using conjunction. Thus, the writer intends to conduct a research entitled "An Error Analysis on the Use of Cohesive Devices in Writing Essay: A Study at the Eighth Grade of SMPN 3 Sibulue"

## ***B. Problem Statement***

Problem statements of this research are:

1. What is the error of using cohesive devices in writing essay of study at the eighth grade of SMPN 3 Sibulue?

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<sup>3</sup> Nabilah Chusna Khairunnisa & Wiwiet Eva savitri, *Analysis on Cohesive Devices Errors in EFL University Students' Argumentative Composition*. (2018).

2. What are the factors which cause the students make mistakes in using cohesive devices?

### ***C. Definition of Term***

Based on the title of the research, the researcher explain the definition each word of the title, it follows:

1. **Error analysis** is a method used to document the errors that appear in learner language, determine whether those errors are systematic, and (if possible) explain what caused them<sup>4</sup>
2. **Cohesive Device** is words that are used to show how different parts of a text can be easily understood. It is words or phrases that show the relationship between paragraphs or sections of a text or speech.<sup>5</sup>
3. **Writing essay** is process carried out by someone who is can explore and find their thoughts and ideas in writing on a particular subject that makes sense to the reader.<sup>6</sup>
4. **Descriptive essay** is text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person.<sup>7</sup>

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<sup>4</sup> Nabilah Chusna Khairunnisa & Wiwiet Eva Savitri. *Analysis on Cohesive Devices Errors in EFL University Students' Argumentative Composition*. 2018, p. 12

<sup>5</sup>Manuel Campos. *Types of Cohesive Devices*. Retrieved from : <https://englishpost.org/types-cohesive-devices/>. 18 February 2020.

<sup>6</sup>Harry West, Gemma Malcom, Shopie Keyword and Jennifer Hill, *Writing a successful Essay*. vol.43. (England, Bristol: Routledge, 2019), p.1.

<sup>7</sup>Lailatul Husna, Zainil, Yenni Rozimela, *An Analysis Of Students' Writing Skill In Descriptive Text at Grade XI IPA 1 of MAN 2 Padang* (Padang: ELT, 2013), p.1.

#### ***D. Objective and Significance of the Research***

Based on the statement of the problem, the objective of this research provide the overview of errors in the use of cohesive devices in English writing essay and knew the difficulties of students' writing in using cohesive device. So, this research provide clues about student progress.

The significance of this research is useful as follows:

1. Theoretically

The result of this study is useful, could contribute to develop the value of education, and may provide information about cohesive devices.

2. Practically

a. The students

This study is aimed to give them an effort to advancing their writing skill by using cohesive device appropriately.

b. The teacher

Finding of this study can useful to success of teaching-learning process.

#### ***E. Previous Related Finding***

Several previous studies have performed that related to error of using cohesive device but there were some contrast about the aims of each research.

The first research come from Mohammed. His paper examines the use of various forms of conjunctions in the writings of students in English as Second Language situations. It has found a significant difference in the use of `and` between

high and low rated texts. The conjunctive `and` is seen to have a less unifying function, it is therefore avoided in the high rated texts but vigorously utilised in the low rated ones. In addition, the study further reveals that there is no significant difference in the use of other conjunctives. For example with `temporal`, and `demonstratives`, these are scarcely employed in any of the texts. The conclusion drawn is that these ESL students have yet to master the mechanics of text connection through conjunctions and recommends extra efforts towards the teaching of conjunctions to achieve the proficiency level required of students.<sup>8</sup> There is a similarity and also a difference between both of the researches. The similarity comes from the use of cohesive device and also writing as the skill focus while the difference is the use of conjunction of the previous research while the recent research descriptive essay.

The second research was come from Crossley, er.al. This study investigates the development of local, global, and text cohesion in the writing of 57 s language (L2) university students and examines the effects of these cohesion types on judgments of L2 writing quality Growth is observed in the use of a number of local, global, and text cohesive features across a semester-long upper-level English for Academic Purposes (EAP) course. Local, global, and text features also predicted whether an essay was written at the beginning or the end of the semester with an accuracy of 71%. In addition, the use of local, global, and text cohesive features explains 36% of the variance in human judgments of text cohesion and 42% of the

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<sup>8</sup> Asabe Sadiya Mohammed, Conjunctions as Cohesive Devices in the Writings of English as Second Language Learners, *3rd International Conference on Linguistics, Literature and Culture (ICLLIC)*, 2014.

variance in overall judgments of writing quality. This study has important implications for second language acquisition, writing development, and writing pedagogy.<sup>9</sup> There are similarities and also a difference between the previous research and also recent research. The similarity comes from the use of cohesive device and also writing as the skill focus while the difference is the use of essay quality of the previous research while the recent research descriptive essay.

The third research was come from Yang. The result of the research showed that EFL learners at different proficiency levels significantly diverged from each other in their (incorrect) adoption of some cohesive items. In the main, higher proficiency EFL learners' overall ability to apprehend and manipulate cohesive devices has indeed strengthened, which to some extent reflects the gradual maturation of their written discourse competence. Meanwhile, it merits heed that the upward trend may not be in an absolutely all-round fashion. Results also demonstrate that the (correct) use of cohesive devices correlated significantly positively with the writing quality, irrespective of the EFL proficiency levels. These findings hold some implications for ESL/EFL writing theory and pedagogy.<sup>10</sup> There are the similarity and the difference between the previous and the recent research. The similarity of both of researches is same in using cohesive device, the difference is only come from the type of writing used; the previous research used argumentative writing while the recent research will use descriptive essay.

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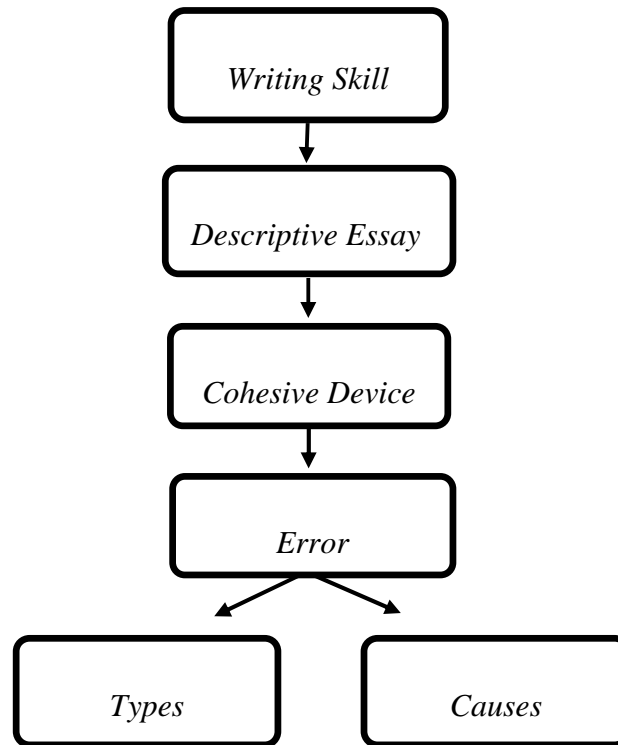
<sup>9</sup> Scott A. Crossley, et.al., The Development and Use of Cohesive Devices in L2 Writing and their Relations to Judgments of Essay Quality, *Journal of Second Language Writing*, Vol. 32, 2016.

<sup>10</sup> Wenxing Yang, The Use of Cohesive Devices in Argumentative Writing by Chinese EFL Learners at Different Proficiency Levels, *Linguistics and Education Journal*, 2012.

## F. Conceptual Framework

**Figure 1.1**

*Figure of Conceptual Framework*



On the conceptual framework above, it can be explained that the researcher will analyze students' writing skill, specially; descriptive essay. The researcher analyzes the error of using cohesive device. In addition, researcher also focuses the source of errors in using cohesive device. This research can give the overview and factor which cause the error in using cohesive device of a study at the eighth grade of SMPN 3 Sibulue.



## ***G. Research Method***

### **1. Type and Approach of Research**

This research is a qualitative approach. Qualitative approach is a research method based on philosophy of positivism, used to examine conditions natural object where the researcher is a key instrument, retrieval data source samples were carried out purposively, collection techniques with triangulation, data analysis is inductive or qualitative, and the result of qualitative research emphasize more meaning than generalization.<sup>11</sup> This type of the research does not apply the detail arithmetic calculation or statistic. It contains sentences or description of the objects. It refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. In another way, Silverman gives the characteristic of qualitative research as follow: 1. Qualitative research should be theoretically driven rather than determined by technical consideration (what can be measured, what can be sampled). 2. The members of society also use the theories about social order routinely. 3. It should attempt to make problematic common-sense reasoning used in definition of variables and in establishment of basic research problem. It means that it should have common-sense assumption about what constitute the field. 4. It should be done in natural condition, not artificial setting. More specifically, the writer used descriptive qualitative research in conducting this research.<sup>12</sup> Suharsimi said that

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<sup>11</sup> Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2009), p. 15.

<sup>12</sup> David Silverman, *Interpreting Qualitative Data: Method for analyzing Talk, Text, and interaction* ( London: SAGE Publication, 1993).

descriptive research is a research focuses on the finding of information about the state of phenomenon being observed originally and accurately.<sup>13</sup>

## **2. Location, Population and Sample**

### a. Location

This research conducted on SMPN 3 Sibulue.

### b. Population

The total populations of the eighth grade at SMPN Sibulue are about 47 students.

### c. Sample

The sample of this research is the students of VIII A at the school. Students of VIII A are 23 students. They will write descriptive essay in their writing activities. In this case they focus in using cohesive device. And then, students will interview about using cohesive device in writing descriptive essay. The researcher chooses students of VIII A caused that those students have already learnt to write essay in the previous semester. Besides that only seven students will be taken as a sample in this research because based on the condition now where we cannot do direct class learning, so that the researcher do the meeting via online class, after do communication with the English teacher or the leader of the class, the researcher find that only some students that have smartphone and possible with the their home network. The possible students include the seven students mentioned before. It is the purpose why the researcher only takes seven students. As the addition reason, there is a

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<sup>13</sup> Arikunto Suharsimi, *Manajemen Penelitian* (Jakarta: PT. Rineka Cipta, 1990), p. 309.

different character between the samples chosen with the other students, the students sample are indeed more dominant than their other friends in learning English, where they were active in the process of learning English.

### **3. Data and Source of Data**

The source of the data in the study is the subject of where the data can be obtained in this study the research use two sources of the data:

#### **a. Primary Data**

The primary data is taken from the form of student's test in meaning of writing descriptive essay and interview.

#### **b. Secondary Source**

It is a data source, which is used to support and complete the primary data. The data is taken from any kinds of books and relevant materials such as books of literature theories, value and education.

### **4. Instrument of the Research**

In this research, the researcher is the main instrument as she directly collects the data in the field. The instrument used for data collection in this research as follow:

#### **a. Writing test**

The researcher provides writing test to a study at the eighth grade of SMPN 3 Sibulue. This research focuses to analyze the error of cohesive device in students' descriptive essay. In order to categories them, the error of cohesive devices that are found were symbolized by marker. And then, the camera is used to get the pictures when the researcher gets the data.

b. The questions list of interview

The researcher arranges the questions list. It is made to ease the implementation of interview session. Interview is conducted to obtain data about students' opinions in using cohesive device. And then, the recorder is needed in here to record the students' voice. Thus, the researcher gets the explanation clearly.

The researcher provides the writing test in using cohesive device, and then asks about the difficulties experienced when writing.

## **5. Data Collection Techniques**

Collecting a needed data is one of the most important steps in a research. For this reason, a researcher should be able to determine an appropriate technique to collect the data. In this case, the data is obtained from interview and essays that students have written. The essays are analyzed to get the data of cohesive devices. Cohesive devices categories are reference, substitution, ellipsis, conjunction, and lexical cohesion. In order to categorize them, the error of cohesive devices that are found were symbolized by marker to ease the sorting process. After analyzing and categorizing the cohesive devices, the interview is conducted. Students are chosen to be interviewed based on their use of cohesive devices in their descriptive essay. The interview questions are open questions so that the students answer the questions willingly.



Fourthly, the percentage of each category is counted. To count the percentage, the formula used is in the table below:

**Table 1.2**  
**The Percentage Formula of the Result**

Formula	Note
$\frac{F}{n} \times 100\%$	F = Total of Cohesive Device found in a category. n = total number of the Cohesive Device found in the essay.

Finally, based on research method, data Analysis in a descriptive qualitative research, the final conclusion should be in words or sentences.