CHAPTER I

INTRODUCTION

1.1   Background of the Study

English, as an international language, is very popular in all over the world including in Indonesia. The Indonesia government states that English is the first foreign language taught in Indonesia from Junior High School up to University. In addition, Decree of Minister of Education and Culture No. 060/U/1993 states that English may be given to elementary school students as a local content, but in Junior and Senior High Schools, it is taught as compulsory subject. In the Guidelines of Instructional Program (GBPP) 2003, English teaching at SMA covers the development of understanding spoken and written English, writing and speaking English, which cover receptive, productive and communicative language uses. It means that the student should be able to use appropriate basic structural pattern of English and sufficient vocabularies.

One of purposes in teaching English is to develop communication ability in the language that consists of speaking, listening, writing and reading. All of the skills are to be improved in the process of teaching and learning English. In the process of teaching and learning English, writing is the most difficult and complicated language skill to be learned almost by the students in every level of education (Ayub and Surnajaya, 2013: 1). It happens because the writer must pay attention in grammar and structure of the text. Furthermore, Corbett, et.al (in

Ayub and Surnajaya, 2013: 1) says that the main focus of the teaching of writing is to develop ability in creating good writing.

Language is realized by text and discourse. Text and discourse deal with the various devices used by speakers and writers when they know coherence and cohesive utterances. Discourse analysis is the study of the relationship between the language and contexts in which it is used. However, for many students, it is not easy to write cohesive and coherent text. Research on students' writing shows that one of the major problems is the lack of coherence in the flow of ideas through a composition (Guo & Wang, and Mao, in Mawardi, 2011:4). The research shows that many students had the tendency to write less unified paragraphs. The students were able to find appropriate words in their writings but they were not able to connect them logically throughout the sentences in the paragraphs which cause the problem arised. Another problem is that students focus more on the lexical and sentence level than on discourse level. Usually, teachers find students using transitional links in their writing without really creating a coherent piece, and more often than not, students turn out cohesive pieces of writing when they work more on the underlying coherence (thought progression) in the relationship of ideas (Almaden, 2006:128). This relationship is what may have allowed Beaugrande and Dressler in Ayub and Surnajaya (2013:2) to claim that "continuity of sense is the foundation of coherence, being the mutual access and relevance within the configuration of concepts and relations".

Without such continuity, any piece of writing is just plain writing, without making much sense to the reader about the point it makes. It can be said that

coherence in writing is achieved when writers are able to successfully establish relationship among the underlying semantic features of a text and its concepts (Almaden, 2006:128). In other words, a text must have texture (Eggins in Ayub and Surnajaya, 2013:2). As a concept, a texture is wholly proper to express the feature or property of being a text. Based on Halliday (2004:170), cohesion refers to the resources within language that provide continuity in a text, above and over that is provided by clause structures and clause complexes. Therefore, cohesive relations are non-structural relations, which help the text hang together.

There are two kinds of cohesion based on Halliday (2004:172), grammatical cohesion and lexical cohesion. Grammatical cohesion consists of reference, substitution, ellipsis, and conjunction. Lexical cohesion consists of reiteration and collocation. The researcher chooses narrative writing as the source text for investigating. The contents of the students' writings provides the relationships between or among words in a text. Therefore, the researcher is interested in doing grammatical and lexical cohesion analysis on narrative text of the senior high school students.

The researcher chooses grammatical and lexical cohesion to be analyzed. The reason for choosing grammatical cohesion is due to the clarification of the text writing. Here, it can help to create the chain of sentence in order to make the text coherence. Besides, grammatical cohesion can support the cohesiveness of a text. Another reason of choosing grammatical and lexical cohesion is due to the relation of text. It means that grammatical and lexical cohesion can show the relation of every sentence in creating a text.

According to the curriculum in SMA Negeri 1 Gabus, writing in the first year students is taught into 5 items of texts: recount, narrative, procedure, descriptive, and news item. Here, the researcher will use the students' writing narrative text to be analyzed. In writing narrative text, students have to know the aspect of the text such as grammatical features and generic structure in narrative text. To relate with discourse analysis topic of this final project which is forming on grammatical and lexical cohesion, the researcher applies Halliday and Hasan's (2014) classification about grammatical and lexical cohesion as the theoretical frame work. This classification is chosen because it enables to obtain a practical way of understanding and evaluating the structure of a written in text of the students' writing narrative text.

1.2 Statement of the Problem

The research question of this study is :

1) What kind of grammatical and lexical cohesion does exist in the narative text written by the students at eleventh grade of SMA Negeri 1 Gabus?

2) What is the dominant type of grammatical and lexical cohesion occuring in the narative text written by the students at eleventh grade of SMA Negeri 1 Gabus?

1.3 Objective of the Study

The researcher conducts the study to find out the answers of the problem statement, therefore the research objectives are:

1) To describe the grammatical and lexical cohesion that exists in the narative text written by the student at eleventh grade of SMA Negeri 1 Gabus.

2) To find out the dominant type of grammatical and lexical cohesion that occurs in the narative text written by the students at eleventh grade of SMA SMA Negeri 1 Gabus.

1.4   Scope of the Study

The scope of this study is the product of narrative text written by students of eleventh grade at SMA Negeri 1 Gabus. The researcher limits the grammatical cohesion namely reference, substitution, ellipsis, and conjunction and lexical cohesion (repetition, antonym, synonym, hyponym, and meronym) based on Halliday and Hasan's classification (2014).

1.5   Significance of the Study

The researcher hopes the thesis will be useful for everyone who reads it and the significances one for:

1) The researcher hopes this research can be the reference to other researches who read this final project.

2) Practically, this study will show the problems of the students faced in teaching writing. As a result, this study can be used for better teaching writing.

3) For teachers of senior high school to know students' ability in writing and by giving them an important contribution in the English teaching process which is part of English competence.

1.6   Outline of the Study

This final project paper consists of five chapter; those are:

Chapter I: Introduction, It consists of Background of the Study, Reason for Choosing the Topic, Statement of the Problem, Objective of the Study, Scope of the Study, Significance of the Study and Outline of the Study.

Chapter II: Review of the related literature. It consists of Writing, Genre, Narrative Text, Discourse Analysis, Cohesion, Grammatical Cohesion and Lexical Cohesion.

Chapter III: Research Method. It consists of Research Design, Subject of the Study, Method and Instrument of Collecting Data, and Data Analysis.

Chapter IV: Discussion. This chapter consists of Data Analysis.

Chapter V: Conclusion and Suggestion. It presents conclusion of the research and suggestion.