CHAPTER I

INTRODUCTION

This is an introduction chapter which includes the background of the study, research questions, the purposes of the study, the significances of the study, rationale, research methodology, data analysis, and clarification of terms

A. Background

The focus of this study is to analyze cohesion in student's essay writing. Students have to familiarize themselves with different elements of writing to help them write effectively and the meaning intended can be understood by the readers. Cohesion is one of writing elements which used by the students to make a well-made essay writing. According to Halliday and Hassan (1976), cohesion is textual properties that make text connected or coherent. They stated that cohesion is the only factor that distinguishes texts from nontexts. This statement was supported by Alarcon and Morales (2011), who stated that cohesion refers to the linguistic features which help make a sequence of sentences in text.

Cohesion is in the level of semantic, which refers to relations of meaning that exist within the text, and that define it as a text. Like all the components of the semantic system, cohesion is realized through grammar and vocabulary (Tanskanen, 2006). Halliday and Hasan (1976) distinguish between grammatical forms of cohesion and those forms which are revealed through vocabulary. The grammatical forms of cohesion, they list as: ellipsis, substitution, reference, and conjunction. The form of cohesion realized through vocabulary is called lexical cohesion.

Cohesion is considered important in writing because it can be an indicator of writing quality and coherence as writing with better use of cohesive devices are rated as more coherence and better quality than writing with less cohesion. (Struthers, Lapadat, & MacMillan, 2013).

However, writing in general is said to be a demanding and difficult task for non-native speakers, especially when it comes to the English learners as foreign language. Heaton (as cited in Rohmah 2009:1) states that writing is complex and difficult to teach and also to learn, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

Enkvist (1990) considered the achievement of cohesion in writing as an indefinable, obstruct, and controversial concept which is difficult to teach and learn. The mastery of cohesive devices will result in a good arrangement and a coherent writing. On the contrary, a wrong use of cohesive devices can make the readers misunderstand what the writer intends to convey and create difficulty in reading comprehension.

The utilization of cohesive devices in academic writing by the students still face some difficulties which caused by lack knowledge about cohesion or inappropriate use of cohesive devices. This problem usually resulted in a writing quality that lacks or has no cohesion.

Several researches about cohesion analysis in writing have been conducted by researchers from different country where English is taught as a foreign language. Yang and Sun (2012) emphasized that the writing quality of the students determined the appropriate use of cohesive devices regardless of their EFL proficiency levels.

Rahman (2013) in his research on "The Use of Cohesive Devices in Descriptive Writing by Omani Student-Teachers" indicated that there was a notable difference between the natives' and the students' use of cohesive devices in terms of frequency, variety, and control.

Based on the explanation above, this study is conducted to find out how well the conception of sixth-semester students of English Education Department of UIN Sunan Gunung Djati Bandung about cohesion, the types of cohesion used in the essay, the difficulties that the students face in writing cohesive essay, and the solutions to overcome the difficulties. Therefore, the study conducted with the title "The Analysis of Cohesion in English Essay Writing Among The Sixth Semester Students of English Education Department of State Islamic University of Sunan Gunung Djati Bandung".

B. Research Questions

The study is aiming to answer the following questions:

1. What types of cohesion are used by the sixth-semester students in their essay writing?

2. What difficulties do these students face in writing cohesive essay?

3. What are the solutions to overcome the difficulties in writing cohesive essay?

C. The Purposes of the Study

Based on the problems above, the purposes of this study are as follows:

1. To analyze the types of cohesion are used by the sixth-semester students in their essay writing.

2. To find out the difficulties that the students face in writing cohesive essay.

3. To find out the solutions to overcome the difficulties in writing cohesive essay.

D. The Significances of the Study

The results of the study are expected to give contributions to the related research, both theoretically and practically. Theoretically, this study provides a linguistic description and explanation of cohesion in essay writing. Practically, for learners, this study shows the cohesion in their writing, therefore they are interested in improving their perception on cohesion and being able to apply it appropriately in their writing. Then, for lecturers, this study shows the cohesion in learner's writing, therefore lecturers in writing subject can help their learners to use cohesion appropriately in order to produce better essays writing. Finally, for other researcher, this study can be used as references in doing similar study in the same field in the future.

E. The Limitation of the Study

In order to focus the topic discussed in this study, the discussion has been limited as follows:

1. The study is limited to the sixth-semester students of English Education Department of Islamic University of Sunan Gunung Djati Bandung.

2. The study is limited to know the cohesion in English essay writing among the sixth-semester students.

F. Rationale

Writing is one of language competencies which must be mastered by students. Writing is important in academic disciplines because it is one of means to examine the performance of students in their respective fields of study. Javid and

Umer (2014) as cited in Mohammad and Hazarika (2016) argue that the importance of writing springs from its being primary means by which students are able to show their progress and academic development to their instructors. Most academic courses in English-medium colleges and universities use essays or other written tasks to assess students' work. Therefore, writing skill will assist them in producing both academic writing and non-academic writing such as essays, papers, proposals, and articles as assignment from lecturers.

An essay writing is a short form of literary composition that provides the authors' personal argument based on an issue or subject. An essay is a common type of written work produced or used by the students which are normally organized into introduction, main body, and conclusion (Bailey, 2009). Essay writing helps the students to evaluate and test their writing skill and organize their thought toward an issue. According to Langan (2009), an essay is simply a paper composed of several paragraphs, rather than one paragraph. In an essay, subjects can and should be treated more fully than they would be in a single-paragraph paper. When students present their ideas in writing such as essay, they are encouraged to ensure a text flow through a sequence of sentences, as this is one of a criteria in the evaluation of academic writing.

An important property of an essay that makes the text connected or coherent is referred to as cohesion. Cohesion refers to the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes (Gerot and Wignell, 1994:170). This is the semantic relations among sentences within a text which make those sentences dependent on that of

another. It helps readers or listeners to understand some missing pieces which are not present in the text but necessary to its interpretation.

Halliday and Hasan (1976) introduced the concept of "cohesion" whose major concern is to investigate how sentences are linked in a text. According to them, the various parts of a paragraph are connected together by cohesive ties:

> "A text has texture, and this is what distinguishes it from something that is not a text… 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." (Halliday and Hasan, 1976:2)

The writer is able to hold meanings in the related sentences in a number of ways, and cohesion is created to establish the structure of meaning. Furthermore, cohesion is a factor that indicates whether a text is well-connected or merely a group of unrelated sentences. Bailey (2009) defines cohesion as linking phrases together so that the whole text is clear and readable. Cohesion occurs when the interpretation of some element in the discourse is dependent on that of another, as described below:

> "Wash and core six cooking apples. Put them into a fireproof dish."
> (in a cooking book)

The texture is provided by the cohesive relation that exists between *them* and *six cooking apples.* It is understood that "them" in the second clause refers to the previous noun "apples". This tie is called Anaphoric, and it gives cohesion between the two sentences so that we interpret them as a whole; the two sentences together constitute a text (Halliday & Hasan, 1976).

6

The student's cohesion in their essay writing can be achieved through the use of cohesive devices. Schriffin as cited in Rini (2009:9), stated that cohesive devices are clues used by speakers and hearers to find the meanings which underlie surface utterances. Halliday and Hasan (1976) said that there are five major cohesive devices: reference, substitution, ellipsis, conjunction and lexical cohesion.

Furthermore, the appropriate use of cohesive devices makes a well-planned writing which reflects the students' knowledge and writing skills. Witte and Faigley (1981) in their research on "Coherence, Cohesion, and Writing Quality" suggest that the students' invention skills and stylistic and organizational properties of the texts they write reflected and influenced by the types and frequencies of cohesive devices.

To analyze the cohesion in student's essay writing, this study uses the scheme, as follows:

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┌─────────────────────────┐
│ Cohesion in Student's Essay │
│         Writing         │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────┐
│  Collecting data (Document │
│         Analysis)       │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────┐
│      Analyzing Data     │
└─────────────────────────┘
      ╱       │       ╲
     ▼        ▼        ▼
┌──────────┐ ┌──────────┐ ┌──────────┐
│ Type of  │ │Difficulties│ │Solutions to│
│ Cohesion │ │in writing │ │overcome the│
│          │ │ cohesive  │ │difficulties│
│(Analysis)│ │  essay    │ │            │
│          │ │           │ │(Interview) │
│          │ │(Questionnaire)│ │          │
└──────────┘ └──────────┘ └──────────┘
     │           │            │
     ▼           ▼            ▼
┌──────────┐ ┌──────────┐ ┌──────────┐
│Classification│ │Identification│ │Identification│
└──────────┘ └──────────┘ └──────────┘
      ╲          │          ╱
       ▼         ▼         ▼
      ┌─────────────────────┐
      │     Conclusion      │
      └─────────────────────┘
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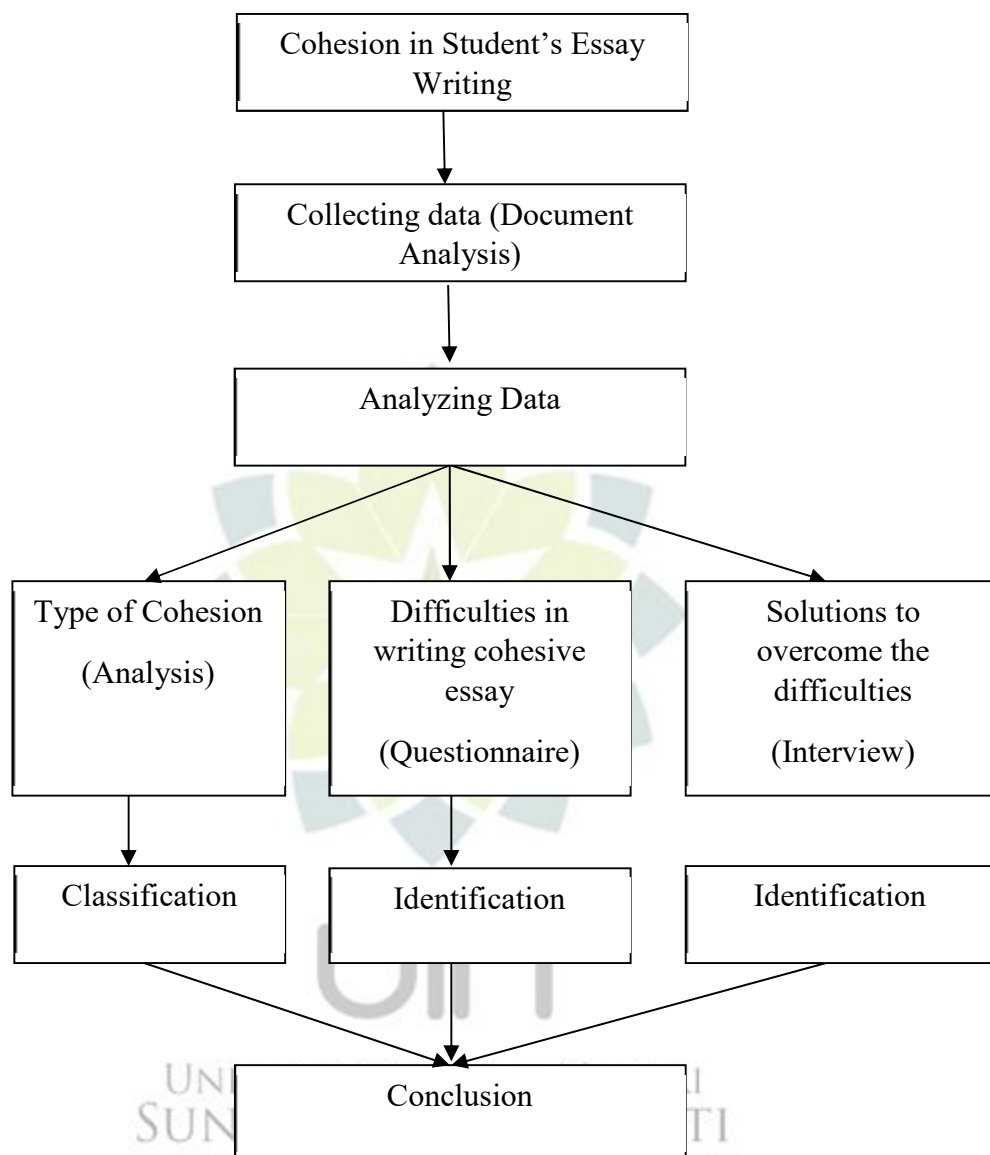
Figure 1.1 The Frame of Thinking

Based on the scheme above, a study on cohesion in students' essay writing

is organized. The data from the participants in a form of an essay which is written

by the sixth-semester students will be collected. Then, the data will be analyzed and

divided into three processes to answer the research questions. Firstly, the type of

cohesion in student's essay writing will be analyzed. The type of cohesion will be

classified according to Halliday and Hassan (1976) who stated that there are five

8

major cohesive devices: reference, substitution, ellipsis, conjunction and lexical cohesion. Secondly, the difficulties that the students face in writing cohesive essay will be analyzed. In this step, questionnaire will be given to the participants and the difficulties in achieving cohesion in their essay writing will be identified. Thirdly, the solution to overcome the difficulties in writing cohesive essay will be analyzed. In this step, the writer will interview the lecturers of writing course and the solutions for the difficulties will be identified. After completing the steps above, the conclusion can be drawn from the result.

G. Research Design

1. Research Methodology

This research is qualitative research method which provides results that are usually rich and detailed, offering ideas and concepts to inform a research (MacDonald & Headlam, 2009). Moreover, Maxwell (1996) states that qualitative research focuses on specific situations or people, and it's emphasizes on words rather than numbers. The purposes of qualitative approach are to figure out the meaning of events, situations, and actions; to understand the particular context; identifying unanticipated phenomena and influences, and generate new grounded theories; to understand the process by which events and actions take place; and developing causal explanation

Furthermore, this research employs case study research. A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2014). Therefore, it seeks to develop an in-depth understanding of the case by collecting multiple forms of

9

data. The study is generally aimed to analyze the cohesion in English essay writing among the sixth-semester students of English Education Department of Islamic University of Sunan Gunung Djati Bandung.

2. Research Site

The place of the study is in English Education Department of UIN Sunan Gunung Djati. UIN Sunan Gunung Djati located at Jl. A.H. Nasution No. 105, Kota Bandung, Jawa Barat 40614, Indonesia. This location was chosen because it is believed that the location has some data related to the research with several reasons. Firstly, there is language major in this university, specifically English Education Department's students who have produce a lot of writing assignments that are beneficial for this research. Secondly, as a student in English Education Department, the research site can be accessed easily, hence the data can be easily obtained from the students and the lecturers.

3. Participants

The participants of this study are the sixth-semester students of English Education Department of Islamic University of Sunan Gunung Djati Bandung. Based on Creswell (2012) who stated that in qualitative research, purposeful sampling is used. In this research, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The participants were chosen because they have learned about cohesion in writing IV and they have longer experience in writing essay in the previous semester. Therefore it was expected that they have the background knowledge about cohesion and essay writing.

The participants are from the sixth-semester students of English Education Department. Purposive sampling technique is used and nine students are chosen as a sample of this study. The aim of this sampling is to gain more specific data from the participants.

4. Techniques of Collecting Data

There are three techniques used in collecting data in this research.

a. Document Analysis

Document Analysis (content analysis of written data) is used to search data in written documents. Document analysis is conducted because documents are stable and rich sources which open an opportunity to enlarge knowledge about something observed (Guba and Lincoln in Moleong, 2009:201). For this reason, document analysis is preferred to find out the types of cohesion which used by the sixth-semester students in their essay writing. Nine documents will be collected from the participants to be analyzed. The primary documents that will be analyzed are in form of essays written by the sixth-semester students of English Education Department of UIN Sunan Gunung Djati Bandung.

b. Questionnaires

According to Creswell (2012), questionnaires are forms that participants in a study complete and return to the researcher. Participants mark answers to questions and supply basic, personal, or demographic information about themselves. The questionnaires will be distributed to ask about the students' difficulties in writing cohesive essay. The questionnaire will be given to the nine students whose essays were analyzed.

In conducting this study, questionnaire in form of a close ended question, multiple choice, and open ended question will be used. Creswell (2012) states that closed-ended responses can get useful information to support theories and concepts in the literature. Meanwhile, open-ended questions are used so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. An open-ended response to a question allows the participant to create the options for responding. The study also uses a multiple-choice questionnaire, in which, the respondents only select one of the provided answers (by crossing (A, B, C or D) in each question). The purpose of the questionnaires in this study is to gain the detail information about the difficulties in writing cohesive essay.

c. Interview

Interview is used to obtain unique information or interpretation held by the person interviewed (Stake, 2010:95). According to Esterberg (2002 as cited in Sugiyono, 2011, p.317), interview can be defined as:

> *"a meeting of two persons to exchange information and idea through question and response, resulting in communication and joint construction of meaning about a particular topic."*

In other words, the interview is the dialogue between interviewer and interviewee to gain information about the data. The purpose of the interview in this study is to gain the detail information about the solutions to overcome the difficulties in writing cohesive essay. There were seven structured questions functioned as the main questions. The lecturer of writing course was interviewed regarding the solutions to overcome the difficulties in writing cohesive essay.

H. Data Analysis

After collecting the data through the instruments that already been prepared, the data will be analyzed. The data is obtained from the document analysis, questionnaires, and interview. In analyzing the data, the writer uses six steps of qualitative data analysis such as preparing and organizing the data, reading through all the data, coding all the data, developing a more general picture of the data, representing the findings through narratives and visuals, and making an interpretation of the meaning of the results (Creswell, 2012). The steps are as follows:

1. Preparing and organizing the data

In this step, preparing and organizing the document in form of an essay which is written by the sixth-semester students, the questionnaires data from participants, and the interview data.

2. Reading through all the data

This step provides a general sense of the information and an opportunity to reflect on overall meaning of the data. The data were read thoroughly to obtain information about cohesion in students' essay.

3. Coding all of the data

The coding step is the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the margins (Rossman & Rallis, 2012). This step including searching for cohesive devices in the essay and organizing it into different types of cohesion, coding the

data from questionnaire and identified the difficulties the students face, and coding the data from interview.

4. Developing a more general picture of the data

   After coding the data, the next step is developing a general picture of the data from the organization of cohesion types, difficulties the students face in writing cohesive essay, and the solutions to overcome the difficulties.

5. Representing the findings through narratives and visuals.

   More detailed explanation of the cohesion types, the difficulties in writing cohesive essay, and the solutions to overcome the difficulties will be presented and graphic chart will be provided, if needed, to support the explanation and analysis.

6. Interpreting the data

   In this step, making an interpretation of the meaning of the results by reflecting personally on the impact of the findings and on the literature that might inform the findings. After obtaining the meaning of the data, the results was made into a conclusion.

I. **Clarification of the Terms**

   To avoid any mistake in interpreting the title of this research, the terms of the study will be explained as follows:

1. Cohesion

   "Cohesion refers to the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes" (Gerot and Wignell, 1994:170).

2. Cohesive Devices

"Cohesive devices are clues used by speakers and hearers to find the meanings which underlie surface utterances" (Schriffin as cited in Rini, 2009:9). According to Halliday and Hasan (1976), there are five major cohesive devices: reference, substitution, ellipsis, conjunction and lexical cohesion.

a. Reference

According to Halliday and Hasan (1976), reference is a device which allows the reader or hearer to trace participants, entities, events, etc. in a text.

b. Substitution

Halliday and Hasan (1976:31) stated that substitution is the replacement of one item by another at a particular place in a structure.

c. Ellipsis

Halliday and Hasan (1976:143) explain that ellipsis is substitution by zero. It means that an item in a text is replaced by nothing but the meaning still be able to be understood by reader or listener by looking back to the preceding item.

d. Conjunction

Baker (1992:190) describes that conjunction involves the use of formal markers to relate sentences, clauses and paragraphs to each other.

e. Lexical Cohesion

Gerot and Wignell (1994:177) define lexical cohesion as relationships between and among words in a text.