

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is an important part of communication. It is one of language competences which help people to communicate their message with clarity. Ability in this skill will assist them in producing both academic writing and nonacademic writing, such as essays, papers, proposals, and articles as assignment from lecturers.

Furthermore, Anom D. Seken (2012, p.2) as cited in Sttayham and Pongrat's study states that by writing students are assisted to reinforce the grammatical structure, idioms, and vocabularies which have been taught to have adventure with language, to go beyond what they have learnt to say, and to become involved in the language. By writing, students not only master the general structure of a text but also master the grammatical structure, idioms, and vocabulary.

So, it is very necessary for human beings to learn how to write well. This has been stated in the Quran based on surah Al-'Alaq verse 4, as follows:

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

Etymologically, *qalam* is a pen which is a dead object. However, by using it people can write worthy knowledge which is very useful for human beings. This is accordance with the above verse in which Allah states that by *qalam* (writing) sciences can be taught to people all over the world. By learning it, they can distribute all their

knowledge through writing. For instance, the Qur'an that people read every day is in the form of writing (already booked). This shows that how important to have an ability in writing.

The urgency of mastering writing also stated in surah al-qalam verse 1, as follows:

بِ الْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

In this verse, Allah swears by the word *qalam* which indicates how important to have ability of writing for people's life.

However, writing is not simply a matter of expressing ideas in good language on a piece of paper. It is the most challenging skill among students and teachers (Ahmed 2010, 1, p.4). There are some requirements that have to be fulfilled to create a high quality text. Heaton (as cited in Rohmah 2009, p.1) reports 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. From that statement, it can be concluded that to compose a good English essay, the mastery of language also a well understanding of grammar and its organization is needed.

Moreover, a text must flow through a sequence of sentences. Every sentence need to be connected one another to enable readers comprehend the meaning intended by writer. To make connections between what are currently said and what want to be said previously in a text, the use of cohesion is demanded. Hidayati (2014, 1, p. 1) cited in Salkie's study explains that cohesion is an important textual aspect to achieve

qualified writing. Some features, namely grammatical and lexical cohesion build aspect of cohesion.

According to Halliday and Hasan (1976, p. 4), cohesion refers to the relation of meaning that exists within a text. Cohesion is a semantic property of a text sticking together in some way. A cohesive text tends to link its sentences together semantically. Halliday and Hassan also assert that:

Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other in the sense that it cannot be effectively decoded except by resources to it". In fact, the presupposition is an important aspect in cohesion because it extracts the unrelated sentences by the connected one. Thus relations in meaning of any sentence depending on the surrounding elements. In other words "cohesion refers to the range of possibilities that exist for linking something with what has gone before. Since this linking is achieved through relations in meaning. (1976, p. 10)

Cohesive devices have significant role to create coherent writing papers because they provide not only surface evidence for the text unity but also express the continuity that exists between one part of the text and another. The effect of discourse devices on writing is very strong since they provide us with various kinds of grammatical devices which are used to stretch any piece of discourse to be cohesive. Writing will have coherence when the relationship between events and ideas are presented in a clear and logic way.

There are two main types of cohesion; grammatical cohesion, which is based on structural content and lexical cohesion, which is based on lexical content and background knowledge. In cohesion in English, M.A.K. Halliday and Ruqaiya Hasan

identify five general categories of cohesive devices that create coherence in texts, namely reference, ellipsis, substitution, lexical cohesion, and conjunction.

To illustrate, let us examine the following example of grammatical cohesion in the type of personal reference; when **scientific experiments** do not work out as expected, **they** are often considered failures until some other scientist tries them again. The item “they” in the second sentence refers back to “scientific experiments” in the first sentence. We cannot understand the second sentence without referring to the first one which gives sign to what “they” stands for. That is to say, “they” is an item to which it facilitates the reader’s understanding of the relation between sentences in the text.

As in the case of the above example, cohesion is focused on the relation of the boundaries between sentences rather than within sentences. In other words, it is interested in the “intersentence” which ensures texture. Moreover, although cohesion exists within the limit of a single sentence, it is of less importance because the sentence is naturally cohesive due to its grammatical structure. Cohesion ties between sentences stand out more clearly because they are the only source of texture, whereas within the sentence there are the structural relations as well (1976, p. 9).

A sentence such as “John took John’s hat off and hang John’s hat on a peg: cannot be accounted as a cohesive sentence unless we use some of the pronominal forms to be referred to the identity of the pronominal form. Then, let us consider that we are talking about the same “John” and the same “hat”. Meanwhile, we get sentence structured as “John took his hat off and hang it on a peg” in which “his” referred to

“John” and “it” referred to “hat” Halliday and Hassan (1976). The intersentence cohesion is the most important aspect in cohesion.

Halliday and Hassan point out that:

Cohesion relations have in principle nothing to do with sentence boundaries. Cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it: but its location in the text is in no way determined by the grammatical structure the two elements, the presupposing and the presupposed, may be structurally related to each other or they may not. (1976, p. 8)

Therefore, it can be seen that the use of cohesion is very significant as it functions to join ideas between sentences to build a texture. It influences writing quality. An appropriate use of cohesive devices will result in a good arrangement and a coherent passage. On the contrary, an erroneous use of cohesive devices lead the readers to misunderstand what the writer of a text intends to convey and create difficulty in reading comprehension.

However, there are many errors that often found in cohesive devices, such as in pronominal reference, demonstrative reference, additive conjunction, lexical collocation, causal conjunction, and etc. The following statement is an example of error use of cohesive devices in conjunction.

“Although the students in this class still talk-active, but they concerned about the subject”.

“Although” and “but” are used to contrast two conditions. They have to stand alone between two contrast conditions. From the example above, the use of conjunctions “although” and “but” are error. “Although” and “but” could not stand as

what are written in the above example. When “although” has been used in a sentence, “but” is unnecessary to be added. Therefore the writer of above example have to choose whether he/she wants to use “although” or “but”, because there is no difference between both of them to contrast two conditions.

The other example of error cohesive devices in ellipsis in the type of repetition, as follows;

*“When I give punishment to **my students**, I often feel regret and think to ask sorry to **my students**, but if I don’t give punishment to **my students**, perhaps **my students** can make a crowded in the class everyday”.*

The writer of above sentence uses “my students” four times within a sentence. This retards the flow of text, making it uninteresting and repetitive. It is preferred that the second and third instance of “my students” be left unmentioned. This points out that the writer of above sentence is not able to use ellipsis device. To avoid repeating “my students” in the fourth instance, the pronominal “they” can be used to refer back to “my students”. The correct composition of above paragraph, as follows;

“When I give punishment to my students, I often feel regret and think to ask sorry, but if I don’t give punishment, perhaps they can make a crowded in the class everyday”.

According to the cases above, the researcher wants to conduct an investigation to know how well the conception of the 5th semester students of UIN Antasari Banjarmasin about cohesion, how they apply it and what type of cohesive errors in their essays. The researcher chooses the 5th semester students because in the previous semester those students have already learnt basic writing skill, paragraph writing, and

also grammar I – III in which there are materials about cohesion and they are expected to be able to apply it correctly in their essay.

There are some previous studies that conducted to analyze errors of cohesive devices. As an example, a research conducted by Nurul Fadilah. The study investigated cohesive devices errors in 39 students' narrative texts at the second year students which conducted by using descriptive qualitative research. The objectives of the study were to find the cohesive devices errors and the types of the errors in writing narrative text. The result showed that students made errors in cohesive devices in which reference was the dominant error. The similarity of this research with the present study is both of them analyze errors of cohesive devices, whereas the difference is in the focus of research. This research focused on narrative text but the present study on short essay writing.

The next research that also analyzes errors is conducted by Athi'urrodhiyah. The study investigated grammatical errors made by the eleventh grade which consisted of 17 students by using qualitative research. The objectives of the study were to find the types and causes of grammatical errors in hortatory exposition text. The result of this study showed that students made errors in producing hortatory exposition text. The dominant errors found in students' text were sentence structure. The similarity of this research with present study is both of them analyze errors of a text even though this previous research only analyzes grammatical aspect not including lexical aspect. Meanwhile, the difference is in the focus of research. This research focused on hortatory exposition but the present study on short essay writing

B. Statement of the Problems

This study investigates error use of cohesive devices in the essay written by the 5th semester students of English department at UIN Antasari Banjarmasin. Several specific research questions addressed by this study are:

1. What are the types of cohesive errors which committed by the 5thsemester students of English department of UIN Antasari in the final of short essay writing?
2. What are the dominant of their errors in using cohesive devices in the final of short essay writing?

C. Objective of the Study

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

1. To find out the types of cohesive errors which committed by the 5thsemester students of English department of UIN Antasari Banjarmasin in the final of short essay writing.
2. To describe the dominant of their errors in using cohesive devices in their short essay writing.
- 3.

D. Significance of the Study

The results of the study are expected to give contributions to the related study both theoretically and practically.

1. Theoretically

This research provides a linguistic description and explanation of cohesive errors. It will increase the readers' knowledge about grammatical and lexical items.

2. Practically

This research shows the most error made by the learners in cohesive devices and how far the learners can create coherence and unity in writing. Therefore, the lecturers especially who instruct writing subject can help their learners to use cohesive devices appropriately to produce better English essays. In addition, this research can be used as references in doing similar research in the same field in the future.

E. Definition of Key Terms

To avoid any mistake in interpreting the title of this research, the researcher needs to explain the terms relating to it. The terms are as follow:

1. Error Analysis

According to H. Douglas Brown (2007, p. 21), error analysis is the study of the learners' error which can be observed, analyzed, and classified to reveal something of the system operating within the learner. Error analysis in this study is the researcher analyzes and classifies students' writing errors in cohesive devices.

2. Cohesive Devices

Hasan and Halliday (1976, p. 4) states that cohesive devices are clues used for connecting sentences, phrases, clauses, or paragraph. It refers to relation of meaning that exists within a text. There are five major of cohesive devices that the researcher analyzes in this research based on Hassan and Halliday's theory, namely: reference, substitution, ellipsis, conjunction, and lexical cohesion.

3. Short Essay Writing

Short essay writing in this study is a subject which learned by English department students in the 5th semester at UIN Antasari Banjarmasin.

